DOCUMENT RESUME

ED 358 873 JC 910 497

AUTHOR	Hochman, Darlene; Kaplan, Paul
TITLE	Suffolk Community College Early Childhood Program Review.
INSTITUTION	Suffolk County Community Coll., Selden, N.Y.
PUB DATE	Jun 90
NOTE	253p.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Community Colleges; *Education Courses; Education Majors; *Preschool Education; Program Descriptions; Student Teaching; Teacher Certification; *Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Employment; Two Year Colleges; Two Year College Students
IDENTIFIERS	Suffolk County Community College NY

ABSTRACT

The Early Childhood Program (ECP) at Suffolk County Community College (SCCC) was established to train students in the instruction of young children by providing them with theoretical knowledge, skills training, and practical experience. This report provides information on the philosophy, structure, and outcomes of the ECP. The first section discusses the goals for the ECP and its students, while the second details the curriculum and student advisement practices. The third section highlights enrollment trends from 1981 to 1989 and demographic variables of students from fall 1989. The next two sections discuss program resources, focussing on equipment, facilities, supplies, and library materials. The sixth section discusses staffing issues, including faculty/student ratio, faculty satisfaction, and hiring practices. The seventh section discusses the effect of changes in New York state teacher requirements on the ECP, while the final section provides 15 recommendations for improvement. Extensive appendixes provide information on procedures and requirements for entering students; six ECP course outlines; a sample letter of cooperation between SCCC and a field experience center; sample instruments for follow-up surveys, employer evaluations of ECP graduates, student surveys, and instructor evaluations of the ECP, as well as results of follow-up surveys for four selected academic years between 1977 and 1986-87; student persistence reports for fall 1989; a list of library resources; minutes from meetings of ECP faculty from 1988 through 1990 discussing procedures and policies; and a list of jobs for graduates. (MAB)

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SUFFOLK COMMUNITY COLLEGE
EARLY CHILDHOOD PROGRAM REVIEW

JUNE 1990

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Early Childhood Program Review

GOALS:

The goal of the A.A.S. Early Childhood Program (330) is to prepare and train those individuals interested in a career working with young children by providing them with a balanced background of theoretical knowledge, skills training and practical experience. The concept of having professionally trained and educated teaching assistants and head teachers work with very young children has always been recognized and supported by those involved in this area. Public awareness and support of such training, though, did not begin until the late 1960's and early 1970's. Along with this interest, the Early Childhood Program curriculum has grown and developed into one with goals that now go beyond its original description as a terminal career in previous catalogues. As written in the 1973-1974 Catalogue, the Program, originally known as the A.A.S. Nursery Education Assistant Program, was described as follows:

> This curriculum is designed primarily to meet the needs of adults who are now working, or in the future wish to work, with pre-school children. It will prepare individuals who have a high school diploma (or equivalency diploma) for positions in day care centers, private nursery schools, and various community agencies. Classroom instruction will be supplemented by observation and field work in various types of nursery schools and programs serving different age levels of pre-school children. The Nursery Education courses are offered only in the evening.

Initially, the majority of the students enrolled in this Program were those already employed in early childhood programs as aides, but who lacked any training or expertise in the area. The program was offered only at the Ammerman Campus. As interest in early intervention and education grew and a variety of

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preschool programs became publicly funded, interest in early childhood education as a profession escalated. High school graduates and adults desiring to change or start new careers applied to the Early Childhood Program.

The curriculum expanded and began being offered (1978) at the Western and Eastern Campuses with an appointed intercampus coordinator facilitating the Program's development.

The Program Coordinator and only full time instructor, Darlene Hochman, works with all adjuncts on all three Campuses. To assure consistency and cohesiveness in achieving the Program's goals, Program meetings are held regularly. A Program "Statement of Philosophy" has been written. (See appendix "A"). Program proposals and content are agreed upon. Feedback from all adjunct instructors (20 in same semesters) is considered vital to maintaining the high quality education program being offered. Any curriculum changes or proposals are thoroughly discussed and affirmed by those instructors at Program meetings. (See appendix "HH-2, HH-3").

The Early Childhood Program has one full time faculty member, the Inter-Campus Coordinator. The Coordinator, in addition to the above, assists in interviewing and evaluating new adjunct faculty, again to assure that the Program's goals, philosophical approach and content are consistent throughout the College.

In September, 1978, after meeting with colleagues from the other community colleges, a petition was sent to the State University requesting that the "Nursery Education" curriculum designation be changed due to the growth and changes in types of programs being provided for the young child. (See appendix B). The change in designation to "Early Childhood" became official in February, 1979.

Students entering the Program are now not only interested in becoming an early childhood assistant or day care provider, but many also want to transfer to a four-year college, leading to New

York State teacher certification either upon graduation or at some future date.

The current description in the College Catalogue reflects this change in student direction and needs, allowing students to pursue their goals for either immediate employment or for continuing their education. The A.A.S. Early Childhood Program description now states:

> This curriculum is designed primarily to meet the needs of persons who are now working or wish to work with pre-school children. Graduates will be qualified for positions in day care centers, assistants in public or private schools, and in other forms of Early Childhood programs. Graduates are able to transfer to four-year colleges to pursue the baccalaureate degree for teacher certification. Classroom instruction will be supplemented either by observations or field work in nursery schools and other programs serving young children.
>
> The Early Childhood Program offers courses both day and evening. Students should check both day and evening schedules at campus for courses offered each semester. Students who have enrolled as Early Childhood (Curriculum Code 330) majors must achieve a minimum grade of "C" in each Early Childhood course in order to continue on to the next course in the Early Childhood sequence and to qualify for graduation. Students will be permitted to repeat a course only once. In addition to college health requirements, all Early Childhood students, full and part-time, must meet the health requirements of the Health Careers Department.

The Program has added an elective course, Infants and Toddlers: Programs and Care to accommodate the need for trained infant care providers. Field placements are arranged for students wishing to work with this age group, as well as for

C

students wishing to experience working with children with special needs.

The results of surveys of graduates have been very positive in stating that the Program has indeed met its educational and career goals. The Early Childhood Program curriculum as it exists is in good form.

The goals of the 330 program are:

a. to meet the needs of students seeking employments directly upon graduation.
b. to meet the needs of students seeking to transfer to a four-year degree program leading to teacher certification.
c. to develop the skills and provide the knowledge and theoretical base by which quality early childhood programs function.
d. to meet the growing needs of providing the community with highly qualified child care givers, early childhood educators and day care workers.

These goals are:

a. clear and specific;
b. attainable and sufficiently challenging for the students and faculty;
c. chosen to reflect transferability and/or career opportunity;
d. consistent with the demands of SCC;
e. attentive to general education requirements.

A small percentage of students do have difficulty completing the curriculum sequence and do require supportive educational measures. Students are able to seek and obtain such assistance from the various remedial programs provided by the College. Those that do are usually able to complete their education and become successful in their chosen career. The very nature of this Program provides for a "ladder" of potential employment positions.

CURRICULUM:

The (330) Early Childhood Degree Program, originally intended as a career program, allows graduates to enter directly into employment in child care centers, Head Start, pre-school and nursery school programs or to transfer to various four-year college or university programs in early childhood, special or elementary education.

All students enrolled in the 330 curriculum must complete the following seven specialized courses in order to graduate.

ED11 - Foundations of Early Childhood Education
ED22 - Early Childhood Activities
ED25 - Creative Activities: Art
ED33 - Instructing the Preschool Child
ED35 - Creative Art: Music
ED44 - The Child and His/Her World
ED45 - Creative Activities: Literature

Students enrolled in other curricula at the college may take ED11 and/or ED22 as unrestricted electives. This enables students who are unsure of their academic or career paths to "test the waters." Many students apparently do take this option, as evidenced by the high enrollment figures and large number of sections of ED11 and/or ED22 offered each semester.

The coordinator is involved with and reaches out to Early Childhood students on all three campuses. In terms of academic advisement, all new students are given an "Early Childhood Program Information Sheet" and an "Early Childhood Transfer and Teacher Certification Information Sheet" (see appendix "C" and "D"). Both these forms, in addition to the general information given, state that "students on all campuses can call the Early Childhood Inter-campus Coordinator, Professor Darlene Hochman, 451-4299, for further information or individual advisement." The students do just that. In addition, the coordinator has done most of the 330 code pre-registration advisement at the Ammerman campus, as well as meeting with classes on the East and West campuses. All day and evening, full-time and part-time students are encouraged to seek advisement. The students at the Eastern and Western campuses and a few at the Ammerman campus who have changed curriculums are assigned regular faculty advisors, as is the procedure for all college programs.

Although these students are assigned non-Early Childhood faulty advisors (due to the fact that there are none), most confer with their adjunct early childhood instructors or, again, call or meet with the coordinator when any question or problem arises prior to setting up an appointment with their advisor (otherwise the coordinator just takes on these additional advisees). We the regular faculty advisors have questions regarding the Early Childhood Program, they too, call and discuss their questions with the Program coordinator.

Another valuable component in the advisement process is the use of the Early Childhood adjunct instructors. They are familiar with the program and each semester are given, in addition, a memo requesting that they spend a short time in class informing and advising students in a general way during the pre-registration period (see appendix "E"). In this matter, all students (day, evening, full-time, part-time) enrolled in all early Childhood courses at all campuses receive the information they need and are given the opportunity to seek out the Inter-campus Coordinator for individual conferences.

There are, on occasion, errors made in the advisement of new students entering during the spring semester. Part of this problem has been rectified by stating clearly in the college catalogue that these students should take ED11 and ED22 concurrently. This has helped reduce the frequency of this situation occurring enormously. Counseling personnel, Deans and Admissions Advisors at the Ammerman, Western and Eastern campuses are all sent memos periodically to this effect. Meetings and phone conferences with the Director and Assistant Director of Admissions at the different campuses have also been held to avoid such problems.

The Early Childhood Inter-campus Program Coordinator, Darlene Hochman, has also created a Program brochure that is distributed periodically to all high school counselors to assist with advising and directing high school seniors toward their career/academic goals. Her phone number is given so as to encourage both the high school students and their counselors to contact her for individual advisement (see appendix "C").

The Early Childhood faculty meet regularly to review and evaluate course content, course objectives, teaching strategies and grading procedures. Some past meetings have focused on the content of the Foundations course, the Early Childhood Activities Course and each of the three Creative Activities courses. Though no new courses have been added to the required Early Childhood sequence, there have been changes, most editorial, that should be noted. First, the Nursery Education Assistant Program name was changed officially throughout New York State to the Early Childhood Program (1979), supporting the broader definition of the nature of the Program. Last year, the NE designation at the College was changed to ED. Titles to various courses have been changed in order to clarify content, avoid sexist terminology and coincide with present definitions as to what encompasses early childhood education.

After each course has reviewed and evaluated by the Early Childhood Program coordinator and adjunct faculty, the objectives, content and requirements for that course are formulated. These specific components are then used by all instructors when writing their course outlines (see appendix "G-N"). The importance and necessity of having consistency in the Program's philosophical approach and course objectives is regarded as essential to achieving and continuing the excellence of the Early Childhood Program curriculum.

There has been no need seen to add or delete courses from the required curriculum, but it was felt that with the keen interest in and public awareness of the need for day care for the very young, a new course should be offered addressing this situation. The course, ED23: Infants and Toddlers: Programs and Care was developed in 1988. The course is directed at those who will work with children aged 6 weeks through the second year in group settings. This course is available as an unrestricted elective to Early Childhood students, students enrolled in other curricula or to non-matriculated students coming directly from the community at large. It is offered on a rotating basis at each campus.

The Program's on-going self-analysis and evaluation that occurs regularly at the inter-campus adjunct faculty meetings indicates that the course offerings and curriculum content are up-to-date and meet the goals of the curriculum. The Inter-campus Coordinator and virtually all the adjunct faculty are early childhood professionals, either currently working in the area or having done so in the past. They are well-informed and sensitive to the needs of developing professionals and provide a great resource to the Program.

One critical aspect of the Program, the field work component, has a great impact on both career and transfer students. Early Childhood students are provided with the opportunity to participate in a licensed early childhood program during the second year. In the fall, as part of the ED33 course, they have a weekly two hour lecture/seminar and three hour field work experience; in the spring, as part of ED44, they have a weekly two hour lecture/seminar and six hour field work experience. Students are observed, evaluated and have individual post-observation conferences with their instructors. The field work instructors also confer with each cooperating teacher in order to evaluate and assist students in developing their teaching skills. All field students have had training in planning developmentally appropriate experiences, as the prerequisites for ED33/ED44 and ED11: Foundations of Early Childhood Education and ED22: Early Childhood Activities. The students are able to function professionally because they have had these courses as well as others offered in the Program.

In order to assure that field sites are licensed and meet program standards, the Intercampus Coordinator monitors all early childhood programs used. A college contract (see appendix "O") is sent to each program stating the responsibilities of the college and the field work instructor. All questions, changes and arrangements for field sites must be made through the coordinator. Both the field instructors and field program directors are in frequent contact with her so as to better meet the needs of the students and the early childhood program. It is imperative that the early childhood program not expand beyond the number of quality, developmentally appropriate early childhood programs available so as to assure the maintenance of the program's excellence.

In regard to this, all campuses share field sites, with the coordinator assigning specific early childhood programs available to instructors on each campus each fall. Thus, the number of placements is given to each Campus as needed since there is not an unlimited number of fine, licensed programs.

The unlimited admission policy into the Early Childhood Program was changed in 1987 to one that limits the number of entrants to the number of field placements available. Placing field work students in high quality, child-centered, state licensed early childhood programs is not only a priority, it is a necessity to any fine early childhood education program. The growth of the number of appropriate field placement situations has not kept pace with the growth in the Program's enrollment. There are, also, minimum admission to the Program. Students not accepted into the Program can re-apply after improving their grade point average or they may opt for taking the ED11 and ED22 courses as unrestricted electives as part of another curriculum.

Students enrolled in the Early Childhood Program must complete pre-requisites in order to take the advanced second year courses. No student is placed in a field site without having first been introduced to and having practice in the planning and preparation of learning experiences. Early childhood curriculum, foundations and child psychology are all pre-requisite courses (see appendix "C").

For a student to remain in and complete the Early Childhood Program, she/he must achieve a minimum grade of C in each Early Childhood course in order to continue on to the next course in the sequence. This curriculum requirement was established in 1987 as a result of having students with low grades being unable to graduate or find employment. Many education programs throughout the nation have imposed similar, if not more stringent, grade requirements on their students. Students may repeat a course once to raise their grades. These pre-requisites, co-requisites and entrance requirements are appropriate and consistent with the program's goals.

The Early Childhood Coordinator, Darlene Hochman, has written and conducted a Graduate Follow-up Questionnaire and Program Evaluation from 1978 through 1987 (appendix "Q"). The percentage of respondents who have transferred to four year institutions ranges from a low of 33% in 1978 to 50% in 1989. The information that follows relating to transfers and employment is based on the results of these surveys.

The Early Childhood Program, although an A.A.S. degree and not an official transfer program as such, does provide for transferability to some upper division colleges. Results of the program coordinator's follow-up surveys of students graduation from the 330 curriculum show that the three main institutions to which our students transfer, St. Joseph's College, Dowling College and the State University at Old Westbury, have and currently do accept all credits, as do some other colleges throughout the state, including Oneonta and Oswego State Universities. Transfers into these upper level institutions have all been to early childhood, elementary or special education programs. Changes in the New York State teacher certification requirements and the impact addressed in the recommendation section of this report.

The academic preparation the early childhood graduates received was rated as extremely valuable by survey respondents who cited their field work experience as a particularly helpful component of the program. A few students wrote that they felt they were better prepared for the advanced courses than those students who attended the four-year colleges from the start. In addition, a few of our graduates are now teachers of directors of the early childhood programs used as program field sites.

In addition to student responses from earlier graduate follow-up surveys, the three local four-year colleges to which our students transfer were asked to comment on the academic preparation and quality of early childhood transfer students and the Early Childhood Program itself. The following comments are quoted from letters from St. Joseph's College, Patchogue, New York; Dowling College, Oakdale, New York; S.U.N.Y. Old Westbury, Old Westbury, New York (appendix R,S,T).

From St. Joseph's:

> "The solid background in child development and early childhood pedagogy which the Early Childhood Program provides allows students to transfer easily into either of our programs (N-6 or dual certification in Special Education)." Because of their intensive guided fieldwork in preschool placements, these students easily adapt their skills to observation and reflection in elementary school classrooms. In addition, their strong theoretical background allows them to contribute substantially to discussion in their college classrooms. They come with an especially strong understanding of the ways children learn and alternative ways in which teachers need to approach their learning."

From S.U.N.Y., Old Westbury:

> For many years, the Teacher Education Program at the College at Old Westbury has enjoyed an articulation agreement with your Early Childhood Program. The

students who have come to us from Suffolk Community College have been, almost without exception, well trained in early childhood and ready to complete their four-year degrees in elementary education with minimal delays to complete required liberal arts courses.

From Dowling College:

"We at Dowling College have enjoyed a long standing relationship with the Suffolk County Community College Early Childhood Program. Students interested in careers in education have transferred from Suffolk County Community College to Dowling College with ease and success.

Graduates of the Early Childhood Program are extremely well prepared for employment in early child programs. Student follow-up survey results, done at least a year after graduation, showed that all (100%) of the graduates state that their education at Suffolk Community College contributed positively to very positive feelings about the quality of the education program received. Employment in early childhood centers is readily available to our graduates and center directors do request and are eager to hire graduates.

The College Placement Office, Student Personnel Division, publishes a Placement Follow-Up study for Career Curriculums (see appendix II). For the academic years 1984-198, and 1985-1986, 10 requests were for graduates; for 1986-1987, there were 19 such requests, and for the 1987-1988 year, there were 21 positions listed as available by various child care providers. Many students find employment by contacting the early childhood centers directly. Part of the course content of the final field work course covers employment, resume writing and interviewing.

The Suffolk Community College Early Childhood Program is the only one of its kind in the county. All of our faculty are professionals, with most currently active and/or employed in the field. Their imput and advice, along with the coordinators' involvement in professional organizations assures that the program is pertinent and up-to-date in terms of material and information covered.

An Employer Program Evaluation form (appendix "U") was sent to thirty-two past and present known employers of Early Childhood Program graduates. The list was culled from employment requests to the college placement office, student responses to graduate surveys and fieldwork placements known to have hired former students. Fifty percent (16) of the employers responded (see appendix for letter and form) to the question of rating the quality of the program and the quality of its graduates. The respondents were asked to evaluate the quality of the Program as either excellent, very good, satisfactory or poor. Ten (two thirds) rated the Program as being "excellent," five (about on third) reported that it was "very good" and one, an administrator from an elementary school, stated that because the graduate had gone to other institutions and she was not familiar with our Program, she could not respond. The comments accompanying the rankings were also positive, with statements such as: "The program covers all aspects of teaching." "I believe that the Early Childhood Program gives the students indepth developmentally appropriate preparation for what is a most specific field - Early Childhood Education."

Respondents were also asked to rate program graduates as being "well prepared," "satisfactorily prepared," or "not prepared." Thirteen wrote that our former students were "well prepared" and two felt that they were "satisfactorily prepared." Comments included: "They are an asset to our program." "She is very well prepared and knowledgeable." "The graduates are able to take the initiative and be creative."

The academic quality of the early childhood program course offerings is definitely increasing. The requirements for each course requires library use, research and writing. The texts, films and tapes used throughout the program are carefully reviewed and changed as new material becomes available. At present, most audio-visual material used has been rented, allowing for the most current productions to be used in classrooms. As previously stated, the faculty themselves are all involved in the early childhood profession in some form and this input alone would seem to assure that the academic quality of program can only grow and become further enriched.

One of the strongest characteristics of this curriculum is its instruction and instructional methods. All instructors are professionals in the art and science of teaching. They have studied pedagogy and are vitally aware of the importance to learning not only of knowledge of material to be learned, but of the need to have the learner being involved with and responsible for learning. The Early Childhood Program instructors motivate and encourage student participation.

All modes of teaching and learning are used: lectures, seminars, workshops, demonstrations, discussions and the use of guest lecturers. Occasionally, classes are held off campus and at early childhood facilities; student observations and experiences in the field are also an integral part of the instruction. Students can and do begin at "the point they are," developing skills and insights at their own pace, while achieving the ability to perform comfortably and appropriately in an early childhood setting. The instructional methods used stress the importance of developing open, inquiring minds not only in the young children the students will work with, but also in themselves.

STUDENTS

In this section, enrollment trends and a number of demographic variables will be discussed. In addition, the results of three separate questionnaires will be summarized. During the fall 1989 semester, different questionnaires were administered to current students presently attending Suffolk Community College's Early Childhood Program; graduates of the program since 1981, and non-graduates of the program since 1981. Other data for analyses was made available to the committee by the Office of Institutional Services including enrollment trends, persistence reports, and grade achievement reports. Last, the Admissions office provided the committee with information on students admitted to the program.

Enrollment Trends

The Early Childhood Program has grown in popularity over the past decade. The figures provided by the Office of Institutional Services are provided on the following page.

Since fall, 1985 there has been an increase until the spring of 1989. Thereafter, a decrease is registered.

As would be expected, the same trend occurs in both number of sections offered and number of seats taken in various courses. The data can be found in Appendix "V". During the 1981-1982 semester, a total of 28 sections were run throughout the college. By the 1984-1985 year that had grown to 42 and in the 1988-1990 years, a total of 66 sections were run.
Services are provided on the following page.

Analysis of Enrollment Trends

The growth in students during the 1980's in the Early Childhood Program is obvious. The figures above are only given for the period of 1985 to the present, but show a program that continued to grow until very recently. The growth in the number of sections since 1981 of more than 120 percent is impressive. It is just in the last year or so that the number of students in the program has leveled off. It is much too early to see any trend at this time.

Full Time Students Enrolled in Early Childhood Program

Semester	Selden	East	West	Total
Fall, 85	88	15	44	147
Spring, 86	90	10	34	134
Fall, 86	94	11	40	145
Spring, 87	88	10	40	138
Fall, 87	97	22	43	162
Spring, 88	114	19	51	184
Fall, 88	115	30	52	197
Spring, 89	117	20	45	182
Fall, 89	97	23	39	159

There is an increase in the number of full-time students enrolling for the program until fall 1988, after which there is a small decrease.

Part-Time Students Enrolled in the Early Childhood Program

Semester	Selden	East	West	Total
Fall, 85	94	15	67	176
Spring, 86	88	26	63	177
Fall, 86	83	14	64	161
Spring, 87	86	24	80	190
Fall, 87	90	22	74	186
Spring, 88	95	27	90	212
Fall, 88	100	47	87	234
Spring, 89	87	37	70	194
Fall, 89	72	30	65	167

One fact, though, that is obvious from these enrollment figures is that part-time students always outnumber full-time students, although the ratio varies. More than 50 percent of all students in this program, then, attend part time.

Admission Characteristics

The Office of Institutional Services provided the committee with surveys showing the admission characteristics for students beginning the Early Childhood Program from high school in 1983 and 1985. Of the 21 students entering in 1983, 7 had averages in high school between 70 and 80 while another five had averages between 81 and 90. In 1985, out of 27 students entering the program directly from high school, 19 had averages between 70 and 80. The ACT scores were available only for 12 of the incoming students in 1983 and 17 for 1985. They show very little change, with most students scoring between 11 and 16 and the mode being 14 for both years.

The Admissions Office of the college made available to the committee the high school averages and national test scores (when available) for all students entering the program from high school from fall, 1987 to the present. An analysis of the data demonstrates that most students enter the program with between a 70 and 80 high school average but that there is some variation.

Unfortunately, such admissions data is not available prior to 1987 and it is a recommendation of this committee that data on admissions be kept and processed in such a way that certain relatively simple information is available both to the department and the administration. For example, the number of students accepted along with high school averages and SAT or ACT scores. This information could be valuable for a number of purposes including trying to discern the impact of new requirements on students entering the program.

The Early Childhood Program was an open admissions program until 1988, after which requirements were instituted for admissions. The 1989 college catalogue was the first catalogue in which these requirements were listed.

Following Students Through the Program

Statistics on how students from the Early Childhood Program performed in their classes were also made available separately for the three campuses. The number of students taking each class, the number passing, failing and withdrawing were examined. The statistics were examined for any courses where the pattern of failure or withdrawal might demonstrate a need for re-evaluation.

Certain courses posed a difficulty for both the 1983 and 1985 classes. The most common problems occurred in EG10 and EG11 and SO11.

How Do Students Do Their First Year?

The first year of college is a crucial one. The adjustment is difficult from a more controlled high school environment to a college environment in which students must take more responsibility for their own work. Again, the Office of Institutional Services provided the committee with data focusing on how the class of 1983 and 1985 performed in their first year. Although most students do relatively well in their first year, EG11 and SO11 stand out as difficulties for some students.

Analysis of Grade Distributions

The courses that seem to cause Early Childhood Students the greatest difficulty are EG11 or Freshman Composition and, to a lessor extent, SO11 (Sociology). Occasionally, a different course will stand out, but there appeared to be no definite pattern for other courses. It would seem that these students may require some extra help in their English class and, therefore, should be encouraged to attend the reading and writing center. It is necessary to better publicize the availability of the center, especially for those who are not doing well in their subjects.

Current Students

In order to gain a better understanding of the nature of the student presently enrolled in the early childhood courses, a questionnaire was distributed to students taking early childhood courses during the fall, 1989 semester. The questionnaire, which appears in Appendix "W", was sent to all teachers along with a letter from Professors Hochman and Kaplan asking them to take time from their class sessions to administer the questionnaire. They were asked to announce that any student who had already filled out one questionnaire in another early childhood course should not do so again. Three hundred eleven responses were received. There are 326 students enrolled during the fall, 1989 the questionnaire. This overwhelming response was due to the decision to allow time for students to fill out the questionnaires in their classes as well as the cooperation we received from instructors of early childhood classes.

In this section, the responses from these questionnaires will be analyzed. The information obtained forms some of the base for the suggestions made at the end of this report. The totals for each question will not always sum to 311, since some students did not answer certain questions. Only when the number not answering a particular question was thought to be excessive will it be noted.

Gender

The population of students taking early childhood courses are overwhelmingly female. Although the fact that more than 95 percent of those taking early childhood courses are female came as no surprise, it certainly has implications for the field itself. While this report concentrates on the early childhood courses are female came as no surprise, it certainly has implications for the field itself. While this report concentrates on the Early Childhood Program at Suffolk Community College, and is not the place to discuss these implications, the overwhelming number of women and the lack of men in the field raises economic, social and political issues for the field.

Age

Although predominantly young, people of all ages can be found in the program. More than 61 percent are between 18 and 22 years, while about 10 percent can be found in the age groups 23-27 and 28-32. Eight percent of the students are between 38 and 42 year and about 5 percent over 43.

Credits Completed or Completing at Time of Survey

Students were asked about the number of credits completed, which included the fall, 1989 semester. Somewhat more students were beginning students, having completed fewer than 15 credits than were found in any other category (28.8 percent). However, about 20 percent of the students could be found in the other categories (16-30 credits, 31-45 credits and 46-60 credits).

Day-Evening Status

The majority of the early childhood students attend during the day. However, a very sizable minority are evening students. This has implications for the counseling of these students. It is more difficult to counsel both part-time students and evening students because they spend less time on campus. Special attempts must be made to help these students feel an integral part of the program.

Date of Entrance into Program

As one would expect, there is a decrease in the percentage of students enrolled with this program with data of entrance. Only 5 percent entered before 1986. Twelve percent of the students entered in 1987 and 48.6 percent entered in 1988. Many students did not answer the question due to an oversight in which we did not give a 1989 possibility. Twenty nine percent did not answer the question. Therefore, it is very difficult to analyze these findings. However, the great majority of students entered the program after 1986 (three years ago). There are very few students in the program, then, who continue while taking only one course or so and therefore take a very long time to graduate.

Courses Taken At The College

This question asked whether students had taken any other courses at Suffolk Community College or at any other college prior to matriculating into the Early Childhood Program. The answers were evenly split, 47.6 percent had done so while 49.5 percent had not. This would indicate that many students transfer into the program from other programs at the college or begin their schooling elsewhere.

Number of Transfers

Of the 149 students who answered that they took courses prior to matriculating into the program, 102 took such courses at Suffolk Community College, 15 at another community college and 27 at a four year school. This indicates that the great majority of students who transfer into this program after beginning their initial college experience do so from Suffolk Community College.

Why Did You Choose The Early Childhood Program?

This question asked students to choose from a list of five possible choices their reason for entering the program. Of course, a student may have multiple reasons for choosing a career program, but we thought that it would be best under the circumstances to force students to choose the one that would indicate their primary reason. This strategy was successful as only 8 students did not answer the question and only 7 students chose choice number five signifying "other."

The overwhelming majority, 228 students or over 75 percent of the students noted personal interest. About 20 percent noted that they wished to transfer to a four-year program, in this case, most probably in education. Only 2 percent chose the program for its immediate job opportunities. Less than one percent were unsure.

This distribution, although again not surprising, is interesting. Three quarters of the students choose the program because they are interested in working with young children. There is a commitment here to working with young children. On the other hand, 20 percent are attending the program as a springboard to a four-year educational degree, most probably in early (K-3) education. The program must therefore serve both students who are committed to early childhood education and students who elect to enter elementary school teaching.

Rating of Advisement

Advisement is crucial in any college program. However, it is perhaps even more important in a career type program in which the course requirements are so definite and a commitment required. The results show that students overwhelmingly thought the advisement was "satisfactory" "good" or "excellent." Only 5 percent thought it was "poor." Although about 95 percent rated the advisement as either "satisfactory" "good" or "excellent", the committee believes that it would be beneficial for the department to evaluate its advisement procedures.

Use of the Library

Although another portion of this report will look at library facilities, students were asked how often they used the library. About one quarter of the students used it on a weekly basis while 43 percent used it a few times per term. Thirty percent use it hardly ever. We do not know the reasons behind this distribution.

Adequacy of Library

About 44 percent of all students answering the questionnaire did not answer this question. It could be that these students are not as yet familiar with the library, that they have not received assignments that required the college library or perhaps they use some outside library. Of those answering, 131 said the library was adequate while 46 disagreed.

Use of the Skill Center

The skill centers both for writing or reading are important to the success of students who may need extra work. About 40 percent did not choose to answer the question. Only 11 percent said they used the center while about 50 percent did not. Again, this may be a fairly normal distribution for students in other programs and to be expected. In addition, perhaps only one out of ten students in this program require the extra help. However, the number of no responses may indicate a lack of familiarity with the centers' purposes. It appears from these statistics that it is necessary to publicize the functions of these centers more and to familiarize students with the services they offer. In addition, since it appears that English and Sociology can cause students in Early Childhood some difficulty, attending the center may be one part of the solution to these problems.

Evaluation of Skill Center

Of those relatively few students who used the skills center, the overwhelming majority rated the help as "very good" or "excellent."

Intention of Using the Job Connection Service

Students were asked whether they intend to use the Job Connection Service provided by the Placement Center at Suffolk Community College. Over 43 percent did not answer the question, which may demonstrate a lack of familiarity with the service. It may also be that students in their early stages of their education may not yet be aware of this service or simply do not think of job placement yet. A little more than 8 percent said yes, while 19 percent said no. About 30 percent were undecided. It is very difficult to evaluate such statistics. Future surveys may need to more closely evaluate demographic trends in the use of this service. There may be a need to publicize the service, but, again it is not possible to make any conclusions from this data.

Transfer Intention

The answers to the question of, "Do you intend to transfer to a four year institution?", are both surprising and difficult to interpret. While 40 percent did not answer, another 41 percent said "yes" while only 3.5 percent said "no." Fifteen percent were undecided. The 41 percent who said "yes" is greater than the approximately 20 percent who chose the program in order to transfer to a four year program. Of course, in the previous question we required students to choose only one answer as to why they chose to enroll in the program. This may partially explain the differences. However, more research is required in this area.

When Do You Plan to Transfer?

Of those who say they will transfer to a four year school most said they planned to do so immediately. This distribution may be weighted toward those graduating and therefore might be expected.

Plans for Full Time Employment in Early Childhood

Students were asked if they plan to find full time employment in the area after graduation. A little more than one third said "yes" while 20 percent said "no." A little less than half did not answer. Judging by intention alone, then, about one third plan to directly go from the program to a full time position in the field.

Do You Plan to Seek Part Time Employment in Early Childhood?

More than half the students did not answer this question. However, 16.3 percent of the students answered in the affirmative while 28.8 percent answered "no." The 16.3 percent figure shows that about one in six or so students intend to find part time work in the field.

Evaluation of Early Childhood Courses

Student evaluation of early childhood courses were quite positive. Of those who answered the question, 41 percent rated them as "excellent", 45 percent as "very good" and about 12 percent as "adequate" while only about 2 percent considered them "poor." This shows that the students overwhelmingly see their Early Childhood courses in a positive manner.

Evaluation of Professors in the Early Childhood Program

The majority of students answering this question chose "excellent" or "very good." Only 7.7 percent answered adequate while only 1 percent answered poor. Again, about 40 percent did not answer this question, perhaps because they have not had sufficient experience in the program to do so.

Global Evaluation of Education Experience at the College

The global evaluation of students' educational experience at the college parallels the answers to the previous two questions. Over 27 percent said they were "very satisfied", while 32.3

percent said they were "satisfied." Only one percent said they were "disappointed" and not one student rated it as "unsatisfactory." Again, 39 percent did not answer the question, which may be attributed to lack of sufficient experience at the college.

Overall Analysis of Results

It is clear from the results of this questionnaire that students evaluate their experience in the program as well as their experience at the college very positively.

The areas that require some additional investigation are advisement, use of library, the skill center, and use of job center. Although most students rated the advisement "excellent", "good" or "adequate" the committee sees a need to review advisement procedures.

Other areas that require additional investigation are the use of the library, the skill center and job center. The use of the library is discussed in another section of this report. The statistics for the use of the skill and job center may indicate a need for more publicity about their function.

Graduates

As part of our overall consideration of the program, graduate questionnaires (appendix "X") were ;sent out to all graduates from 1981 on. One hundred sixty three responses were received, which is more than half of those sent out.

Home Campus

Of those answering, 57.1 percent took their courses on the Ammerman Campus, 34.4 percent on the Western Campus and 6.1 percent on the Eastern Campus.

Graduation Date

As one might expect in a survey of this kind, most of those that answered were more recent graduates. The reasons for this "recency" bias are many. First, a number of questionnaires were returned as undeliverable, which means that students have moved away. The longer the time since graduation the more likely this is to occur. Second, students who just graduated may have more of an attachment to the program and institution and be more likely to answer the questionnaires. However, 25 percent of those returning did not answer the question for reasons that are difficult to understand.

Age at Graduation

About half the graduates came from the age group 18-22. The next highest percentage came from the group over 43 years of age. It is interesting that those between 18 and 22 (who are probably the most recent graduates) and those over 38 were the most likely to return questionnaires.

Gender

All but two of those returning questionnaires were female, which reflects the overwhelmingly female composition of the program.

Day or Evening

Fifty four percent of those graduates returning questionnaires were day students while 41.7 percent attended in the evening. About 4 percent did not answer the question.

Length of Time in Program

A little more than one third of the graduates finished the program in two years. About one quarter took three years. However, more than 10 percent could be found in each of the categories 4, 5 or 6 years. In fact, 14.1 percent took six years to finish their degrees.

Although all analyses of mailed surveys must be guarded due to technical considerations, the fact that so many graduated answering the questionnaire took more than four years to complete the program (about 39 percent of all those answering the questionnaire) is interesting. There are, then, a number of students who are willing to take their time and finish the program over a long period of time. It may be important to discuss this fact with part time students who often see a hard road and may need such reassurance that it can be done.

After Graduation

The question of what graduates did right after their graduation is an important question for any career program. Of those answering, about 58 percent transferred to a four year school, 21 percent found full time employment and another 10 percent part time employment. Two and a half percent were unemployed by choice and about 5 percent listed "other."

The large number of students transferring to a four year school meshes with the finding that about 40 percent of the present students plan to transfer to a four-year school, although only about 20 percent choose that reason as their principal one for entering the Program. Although the numbers are certainly inexact, it is fair to say that this Program acts as a transfer vehicle for a large number of students. This finding serves as the basis for our recommendation to change the program from an A.S. to an A.A.S. program that will allow for easier transfer.

Questionnaires were sent out to a number of schools who receive our graduates from this program. Their written replies can be found in appendix "R,S,T". To summarize, all schools reported that they held our graduates in high esteem, that our graduates did well in their programs and were very pleased with the educational background received from the Program. This indeed speaks very highly for a career program that can serve the needs of those who transfer to four year institutions and receive genuine praise from the administration of these four-year schools.

Transfer Majors

The question was asked of those who transferred to four-year schools, about what curricula they followed. There were no surprises in the distributions. About 14 percent chose to follow early childhood while 44.2 percent chose elementary education. About 10 percent enrolled in special education and about one percent in psychology. Only about 4 percent followed other curricula.

This confirms the belief on the part of many people involved in the early childhood program that a reasonable percentage of graduates are transferring into elementary education. This will be discussed in a separate section on the topic.

Evaluation of Preparation

For those who transferred to a four-year school, about 42 percent replied that they were "well prepared" and 27 percent that they were "adequately prepared". Only 1.2 percent responded that they were "poorly prepared". Thirty percent did not answer the question. The great majority of the students believe that they have been very well prepared for their experience in four year schools.

Evaluation of Preparation for Employment

Of those who chose to answer this question, less than 2 percent claimed that they were "poorly prepared" for their careers. Of the 50 percent who answered the question, 71 percent claimed that they were "well prepared", while 27 claimed to be "adequately prepared".

Current Employment

About 50 percent were employed in the child care area while 47 percent were not. About 3 percent did not answer the question.

Evaluation of Early Childhood Program

About 55 percent rated their experience in the early childhood program as "excellent", while another 35 percent rated it as "very good". Only 9 percent thought it "adequate" and less than one percent rated it "poor". It is clear that the program is rated very positively by its graduates.

Evaluation of Field Work Experience

Field work is an important part of the Early Childhood Program. Over 88 percent of those responding rated their field work as "excellent" or "very good". Only 9.2 percent rated it "adequate" and about one percent "poor".

Evaluation of Early Childhood Program Teachers

The evaluation of early childhood program teachers was extremely positive with over 50 percent of the students rating it as "excellent" while more than 39 percent rating it "very good". Only 5 percent rated it as "adequate" and less than one percent thought it was "poor". There is no doubt that graduates rate their teachers very highly.

Evaluation of Advisement

About one quarter of the graduates rate their advisement as "excellent", 27 percent rate it as "very good" and a little less than a third rate it as "adequate". A little more than 10 percent rated it as "poor".

As noted in the evaluation of advisement by current students there is a need for additional review in this area.

Evaluation of Library Resources

The evaluation of library resources, while certainly not "poor", did not measure up to the evaluations of other parts of the program or college experience. Only 8.6 percent rated it "excellent", while 41 percent rated it "very good." About 38 percent rated it "adequate and 5.5 percent "poor." It would seem that some additional evaluation of library resources in this area is required. Library resources are covered in another area of the report.

Use and Evaluation of Job Connection Service

Only 8 percent of those answering used the Job Connection Service. Of those who did, most thought it was either "very good" or "excellent". The great majority, over 91 percent did not use it.

Again, the reasons for its lack of use may be many. Students may not be aware of its existence or purpose or students may not need the service. It would seem, though, that some additional research into this area is called for.

Analysis of Graduate Questionnaires

Whenever dealing with questionnaires that must be returned by mail, one is looking at a sample whose representativeness can be questioned. It was not possible in this report to conduct follow-ups for those that did not send them back, nor was it possible to do a study to demonstrate that those who returned the questionnaires were similar to those who did not on important variables. Still, the percentage returning the questionnaires (over 50 percent) is enough to reach some tentative conclusions.

Graduates of the program see their preparation in very positive terms. Both those who transfer and those who work immediately after graduation rate their experience very positively. The fact that many transfer and that other schools rate our students very highly demonstrates the high level of preparation that the students continuing through the program receive.

The areas that require additional research and investigation are the same noted in the survey of students now attending classes in the program. There is a need to review advisement procedures, the library materials available and the function of the Job Connection Service.

Questionnaires Sent to Non-Graduates

Questionnaires, (appendix "Y") were sent to over 2,000 students who had ever been enrolled in the Early Childhood Program. One hundred eighty three former students returned these questionnaires. This low rate of response was expected, since these are students who did not continue in the program. Any analysis of this data must take this response rate into account.

Demographic Data: Questions One Through Five

One hundred seven respondents had begun the program on the Ammerman campus, 47 on the Western campus and 25 on the Eastern campus. One hundred sixty eight of the respondents were female, with 12 male, and 3 did not answer the question. The age of the respondents were varied. Seventeen and a half percent of all respondents were between 23 and 27 years of age, 32 percent were between 28 and 32 years, 23 percent between 33 and 37 years, 18 percent between 38 and 42 and 26 percent were over forty three.

About 39 percent of the respondents attended full time, while 45.4 percent attended part time. About fifteen percent attended both part and full time. Eighty nine respondents attended for one year, 64 for two years. Only 22 attended for more than two years and 8 respondents did not answer.

Why Did You Stop Attending

One third of the respondents transferred out for personal reasons while about one quarter of the respondents transferred out because of the necessities of work. One quarter transferred to another school. We do not know is they continued with a similar program in another school.

The one quarter who transferred out for work might indicate a need to look into the possibility of publicizing financial aid to these students.

Evaluation of Experience in Early Childhood Program

More than one quarter of these students rated the program "excellent", while more than half rated it as "very good." Only 3 percent (6 respondents) rated it "poor." This is true praise for the program. In such a situation, it would not be unusual to expect students who transferred out of the program to take the opportunity to criticize the program by rating it negatively. That is not the case and the program is evaluated positively even by those who transferred out.

Ratings of Teachers

As expected, the ratings of instructors followed the same pattern as the ratings of program. More than one third rated them "excellent" and about 44 percent "very good."

Evaluation of Advisement

About half the respondents rated the advisement as "excellent" or "very good." About one third evaluated it as "adequate." A total of 25 respondents or 13.7 percent rated it as "poor." Again, as with the other questionnaires, there is a need to look into advisement procedures.

Evaluation of Overall Experience at Suffolk Community College

Seventy seven percent of the respondents rated their experiences at the college as "excellent" or "very good" and only 3.3. percent (6 students) rated it as poor.

Plans to Return

About one quarter of the respondents say they plan to return while a bit more than one third do not. One third answered "perhaps" while about 4 percent did not answer.

There is no way to know how serious these students who say they plan to return to the program are. However, this may mean that some contact with these students may be desirable.

Analysis

As noted earlier, due to the small return it is not possible to adequately evaluate these returns. However, the rating of the program as well as the experience at the college is heartening. The overwhelming majority of these students did not drop out due to problems either at the college or in the program.

The possibility that many of these students would like to return suggests that some contact with former students may encourage them to return. Last, the evaluation of advisement, although positive overall, demonstrates a need for a continuing evaluation of the advisement process.

Persistence

Persistence is a term used to describe the issue of student stability within a program. Before reviewing the statistics on persistence in the Early Childhood Program a few comments are required. First, it is normal for students to drop out of a program and for new students to enter a program. Second, more counseling or better communication may be required if the persistence rate falls short of expectations. Unfortunately, there is no agreed upon figure for persistence within any program so it is very difficult to analyze persistence figures.

The Office of Institutional Services has provided substantial information concerning the persistence of both full and part time students from 1981 till 1988 for each campus. This data is found in Appendix "Z."

Full Time Persistence Rates

For the Selden Campus, the persistence rate varies from a high of 77.3 percent in 1983 to a low os 20 percent in 1984. There has been a trend toward higher percentage of persisters over the past five years. For example, the percentage of original entrants persisting was 20 percent in 1984, 32.1 percent in 1985, 27.5 percent in 1986, 60.5 percent in 1987 and 75 percent in 1988. Of course, the later years are incomplete, as these students are still in the program. On the Western campus we see an increase from 1984 in the percentage of total original persisters until 1987 and then a small change in 1988. Due to the small numbers from the Eastern campus the situation is difficult to analyze. However, we do see an increase in persistence since 1985.

Perhaps a more important statistic for full time students is the percentage of original persisters who remained in the program through to graduation. On the Ammerman campus there is a rather stable trend at over 50 percent. The lower persistence figures for the later years simply indicate that students have not yet graduated. On the Western campus the numbers are relatively small, as they are on the East, making analysis difficult.

This program also has a number of students who transfer into it. In fact, in 1988 there were 32 original entrants in Ammerman, 8 who changed out and 26 who changed in. The same tendency towards more changing in than dropping out is seem on all three campuses in substantial percentages. These students who change into the program graduate in percentages that vary widely, but in Ammerman seem to hover around 50 percent. The figures for East and West are still too small for analysis but indicate a similar trend.

The graduation percentages of all members of the class (original persisters and students who changed in) show no discernible trend, fluctuation being above 50 percent. For example, on the Ammerman campus 51.2 percent of the 43 members of the 1982 class graduated, 31 percent the following year, 61.5 percent in 1984, 57.9 percent in 1985, 56 percent in 1986. It is too early to evaluate the 1987 or 1988 classes. Similar percentages are seem on the Western campus, perhaps hovering at a bit lower percentage and the figures for the East are too small to evaluate.

Part-Time Students

The data for part-time students does not show an identical trend. The data is fragmentary (see Appendix "AA"). The numbers are smaller for new part-time entrants, but they demonstrate that a lower percentage of part-time students graduate. The reasons for this may be many. There is a possibility that some students who are part time transfer to full time status later in their school careers. However, part time status may also indicate the existence of many other outside commitments.

Other Data

These persistence reports found in Appendix "AA", also show persistence over credits for original entrants and transfers, cumulative averages for original persisters and transfers.

Analysis

The trend towards increased persistence is a very important statistic and demonstrates that the program has done an efficient job of communicating the nature and opportunities in the field to its entrants.

COLLEGE RESOURCES

Program Questionnaires

The Early Childhood Program coordinator periodically sends out graduate questionnaires. Evaluations for the class of 1977, 1978, 1980, 1984, 1985 and 1987 can be found in Appendix "GG-HH." This ongoing activity shows the commitment of the Program to periodic evaluation and should be continued.

Resources

All faculty members of the Early Childhood Program were surveyed as to their evaluation of the resources, the coordinator, and the Program, itself. The questionnaire can be found in Appendix "BB."

Equipment, Facilities, and Supplies

In general, the equipment used by the Early Childhood Program on all three campuses is satisfactory. However, each campus does have some equipment needs.

The Ammerman campus requires easy access to a photocopying machine which is not the case at this point in time. This is a problem due to the fact that this Program is staffed completely by adjuncts with the exception of the full-time coordinator.

Classrooms are generally spacious enough and in fair condition. However, they are usually dirty and lack chalk and, sometimes, erasers.

Especially in a program staffed by adjuncts, adequate office space is a requirement. At the present time, there is no office space assigned to these adjuncts. Space should be made available for their use.

At the Western campus classrooms are spacious enough and are in good condition. There is a need for a classroom with running water and storage for the art and activities courses. There is also a need for flat tables for classroom work. As at the Ammerman campus, office space for adjuncts should be provided

At the Eastern campus classrooms are spacious enough and are in good condition. Classrooms with running water, storage space, and flat tables are required for the art and activities courses.

Convenient access to a working photocopy is essential.

Materials

The activities course (ED22) requires the purchase of materials necessary for a developmentally appropriate early childhood classroom. It also requires adequate and secure storage for these materials on EACH campus. In addition, the music course (ED35) requires the purchase of an electronic keyboard, rhythm instruments, a phonograph, and a cassette recorder to be kept in the storage facilities on each campus. The library on each campus should have and maintain a reasonable number of good quality children's books for students' use. These books are used in all courses but especially in the children's literature course (ED45).

LIBRARY RESOURCES

This section of the report has been compiled by the Dean of Libraries and is based on individual reports from each of the campus libraries and from the central and campus audio-visual librarians and staff in concert with their respective Early Childhood faculty members.

Each campus library examined their audio-visual and periodical collections in the subject areas related to Early Childhood, as well those portions of their book collections which fall within the following related Library of Congress Classifications:

LB 40 - LB 1600 - Early childhood education
BF 700 - BF 723 - Child behavior and development
PZ - - Children's literature
HQ 700 - HQ 800 - Child rearing
HV 700 - HV 900 - Day care

The collections in these categories were studied against such criteria as quantity, age, depth and breadth of coverage, use, acquisitions and relevance to the program. When necessary, representative samples of the collection were drawn randomly to facilitate the analysis.

In the report, basic conclusions are reached and some recommendations made for the College-Wide Program Review Committee's consideration.

The basic format for this report follows that of the program review process as designed by the Academic Planning and Program committee for the section on Library/Learning Resource Materials.

LIBRARY/LEARNING RESOURCE MATERIALS

1. DOES THE LIBRARY CONTAIN AN ADEQUATE NUMBER OF BOOKS AND PERIODICALS TO MEET THE NEEDS OF THE EARLY CHILDHOOD PROGRAM? WHAT IS THE AGE AND QUALITY OF THE BOOKS AND PERIODICALS? WHAT IS THE DEPTH AND BREATH OF PROGRAM SUPPORT MATERIALS?

BOOKS

The three campuses have a total book collection in the early childhood areas defined above, of 2,780 volumes, with the largest collection of 1,750 at Ammerman and the smallest of 465 at East (See appendix CC). College-wide, the early childhood related books represent 1.5 percent of the total library collection. Overlap of titles over the three campuses is small, indicating that the breadth of available books is substantial relative to the number of early childhood books owned. Over 86 percent if the titles are unique to one campus, with only 10 percent being owned by two campuses and less than 4 percent being owned by all three.

Enrollment in this program relative to total enrollment is 1.7%, indicating a proportionate relationship between the size of the Early Childhood Program to the size of the library book collection that is appropriate.

The median publication dates of the books are studied to determine the relative age of the collection in the discipline in question. The median age of the books at the Ammerman Campus Library is 1972, while the median age at both the Eastern and Western Campus Libraries is 1978. The difference in median ages among the campuses appears to be related to the respective ages of the libraries themselves, as well as to the availability of books in this discipline. While the libraries do have an aging collection, which is concern to the College in general, the age of the collection in early childhood is not of great concern. Many of the books in the field dating back to the 1970's are considered classic works and are used continually in the program. When asked for books that ought to be added to the collection, the department has, in fact, requested other books that date to the 1970's that the library has been unable to obtain, because they are out-of-print. Also, in concert with the department, the PZ collection of children's literature, while added to regularly, but selectively, is intended only to supplement the larger children's literature collections available in schools and public libraries, which the students are encouraged to use as future professionals.

Nonetheless, the three libraries together did add 87 books to their collections to support the Early Childhood curriculum in 1988-89, which represents 2.1% of the total number of books added that year, and proportionately within an acceptable range.

The representation of books in early childhood in the reference collections is small at only 29 books on three campuses, however, their median age is more recent (1982) than the circulation collection. It was learned that according to standard reference bibliographies, relatively few reference sources are available in this field specifically. Despite the smallness of the collection, it is relevant to program needs. Used in conjunction with other types of library materials, periodicals and interlibrary loan in particular, most of the research needs of the students seem to be met.

The circulation of early childhood books is difficult to determine using the present manual circulation system. The Library of Congress classification system breakdowns for this area indicated earlier are too finite, and subsequently not differentiated in the system now used to identify the subjects of books circulating. However, the Western Campus Library, using a slightly modified system to the other campuses, was able to determine that 210 books in this area were circulated in 1988-89, representing 3.5% of its total circulation of books for that year. Given that matriculated students in the Early Childhood Program represent 2% of the total enrollment of the Western Campus, these students account for more than their share of total book circulation figure.

Each of the campus libraries checked their early childhood collections against the standard bibliography for undergraduate libraries, Books for College Libraries (1988). It was learned that together the three campus libraries owned over 36% of those titles listed for this subject area. Considering that Books for College Libraries includes recommendations for upper division and some graduate level collections, the level of SCC's holdings seem appropriate (see appendix "CC" for campus breakdowns).

Periodicals

The number of titles in the periodical collections of the campus libraries identified as supporting the Early Childhood Program are 43, with the largest collection at the Ammerman Campus Library (see appendix "DD" for campus breakdowns). These subscriptions together represent an average of 6% of the total periodical subscriptions college-wide. Over half of the titles (51%) are only held at one campus, with 33% located at two campuses and only 16% of the titles held at all three campuses. This reflects the libraries conscious efforts to reduce duplication as much as possible, since articles needed from a periodical not located at one's own campus can be faxed easily on request with relatively little turnaround time. The list of periodicals titles with their holdings and campus location are included in appendix "EE."

Circulation figures are available for periodicals, and they indicate a fairly high use of the periodical collections given the size of the program. There were 2,239 periodicals circulated at the three campus libraries, representing 5.4% of the total periodical circulation (see appendix "DD").

Conclusions

It appears that the book and periodical collections reflect the needs of the Early Childhood Program, that student and faculty research needs are being met, and that student and faculty use of these materials and services is high relative to the size of the program.

Recommendations

It is recommended that efforts at providing library services and developing the book and periodical collections for the Early Childhood Program continue and be increased.

2. HOW ADEQUATE ARE THE PROGRAM'S AUDIO/VISUAL MATERIALS? WHAT IS THE COMMITTEE'S ASSESSMENT OF THEIR NUMBER, VARIETY, AGE AND QUALITY? DO FACULTY IN THE PROGRAM MAKE SUFFICIENT USE OF THE AVAILABLE MATERIALS?

The libraries publish an Audio-Visual Catalogue which lists hundreds of films, filmstrips, videos, audio tapes and slide sets which are located at the Ammerman Campus Library and available for use college-wide. The audio-visual information is also available online through the terminals throughout the College and can be searched both by title and by subject.

There are only 39 early childhood related audio-visual materials in this centralized collection, which only represents 2.3% of the total collection of 1,679. The median age for those audio-visuals for which dates are known (17) is 1973. Of the 39 items, 11 are video, 12 are filmstrips, 14 are 16mm film and 2 are slide sets, and they can be located under 30 subject headings such as Child Study, Parenthood, Cruelty to Children, Child Care, Play, etc. Their titles by format are listed in appendix "FF."

While the percentage of the collection represented by early childhood materials is within an appropriate range for the size of the program, it is generally felt by both early childhood faculty and audio-visual librarians that the number and quality of audio-visual materials available for the program in the centralized collection does not adequately support the Early Childhood Program. The library-wide Audio-Visual Committee, comprised of the Audio-Visual Librarians from each campus and the Assistant Dean of Educational Communication from Central AV, is addressing this problem and has met with Early Childhood faculty to seek suggestions for items to add to the collection. Recently, a series of videotapes from the National Association for the Education of Young Children were recommended and purchased.

Utilization figures by discipline for materials requested from the centralized audio-visual collection have not been collected in the past. As a result of the need to have this information available by discipline for the program reviews, new systems for data collection have been designed and will begin in 1990-91.

Facilities and Equipment

Judging from the lack of general request conflicts by the

Classroom Services departments of each campus library, it appears that the quantity and variety of audio-visual equipment available to the Early Childhood Program is adequate college-wide. This was verified by the faculty survey conducted by the College-Wide Early Childhood Program Review Committee, which indicated that "in general, the equipment used by the Early Childhood Program on all three campuses is satisfactory," although the need for more VCR's was expressed by respondents from the Ammerman and the Western Campuses.

Utilization figures by discipline for audio-visual equipment requested from campus library classroom services have also not been collected in the past. As above, new systems for data collection have been designed and will begin in 1990-91.

Ammerman - At the Ammerman Campus, the Early Childhood Program has two stores of audio-visual equipment for its use. The program has access to equipment assigned to, or purchased by, Health Careers and Ammerman Classroom Services equipment stores housed in the Riverhead. This quality of audio-visual equipment is generally good since much of the video equipment has recently been replaced and the other most often used equipment - 16mm and slide projectors and audio cassette recorders - will be replaced with funds made available through the special 1989-90 capital equipment purchase. The only exception is the record player, which is used often by Early Childhood and will need replacement soon.

Use of the new data gathering system for equipment by discipline was begun at Ammerman in spring, 1990, so limited use date for Early Childhood is available. Based on one semester, the Early Childhood Program at Ammerman is a good user, relative to size, of audio-visual classroom services, making up 4% of total equipment usage and 5.5% of software usage.

Eastern - The modes needs for audio-visual classroom services by the Early Childhood Program at the Eastern Campus are currently being adequately satisfied. The requests from the faculty are primarily for 16mm films and videos. The video equipment, including television monitors and video playback units, which have recently been ordered as part of the special 1989-90 capital equipment purchase will ease any potential scheduling problems.

The Eastern Campus too began collecting some preliminary use data by discipline this spring. According to one semester's records, the requests from the Eastern Campus faculty for audio-visual materials has been for 16mm films, two from the centralized collection and five rentals. Although the usage data is incomplete, the number of rental titles used in comparison to requests from the centralized collection made by the faculty at the East indicates the need for other audio-visual materials in addition to those available in both the centralized and Learning Center collections (see #3).

WESTERN - Audio-visual equipment at the Western Campus Library available to the Early Childhood program includes audio and video players, and filmstrip, sound/slide, video disk and 16mm projectors. The audio-visual equipment is aging, but services to date have not been interrupted. The College-Wide Program Committee's survey also indicated that faculty felt the need for more VCR's and that the lack of video service to the Delta building was an inconvenience. Unfortunately, storage space cannot be made available to Classroom Services in the facility, and the ramp provided for wheeling equipment carts into the trailer are inadequate to provide safe transportation of delicate video equipment. The library has repeatedly suggested classes not be scheduled into the Delta building that are likely to be high video equipment users.

CONCLUSION

Audio-visual equipment services for the Early Childhood program appear to be generally satisfactory on all three campuses. Needs for additional audio-visual software has been identified, and Early Childhood faculty and the College-wide Audio-Visual Committee have begun working together to identify high quality and relevant materials for purchase.

RECOMMENDATIONS

It is recommended that the Early Childhood faculty and the College-Wide Audio-Visual committee work together to develop the early childhood related area of the centralized audio-visual collection, and that funds to support this development be allocated by the College-Wide Audio-Visual Committee to the early childhood subject area over the next couple of years.

3. DO THE STUDENTS IN THE PROGRAM TAKE ADVANTAGE OF THE CAMPUS'S LEARNING CENTERS? DO FACULTY IN THE PROGRAM REFER STUDENTS TO THOSE CENTERS?

Each of the campus libraries provides learning center services for students. The collection of audio-visual materials described above is a centralized collection available for use college-wide, although it is physically located in the Ammerman Campus Library Learning Center. However, based on the particular needs of the campus, materials may be located permanently at a campus site for use in the library's learning center. For example, the Eastern Campus Library Learning Center has one filmstrip, "Child Abuse and Neglect," one 16mm film, "Red Balloon" and duplicates of four titles from the centralized collection available for local use. With limited Spring 1990 usage statistics, there were no requests from students to use audio-visual resources in the learning center facility. Faculty in this program have not requested audio-visual resources be placed on reserve for students to use.

The Learning Center at the Western Campus Library has 22 programs in early childhood and related areas - 20 filmstrips, one video and one slide program. The latter two on child abuse are the only ones which receive any use. The faculty, therefore do not regularly refer the students to the Learning Center.

CONCLUSION

Limited data is available on the use, in general and by discipline, of the library learning centers.

RECOMMENDATIONS

It is recommended that a study be conducted of the local audio-visual collections and utilization of the library learning centers to determine what the nature and scope of their services should be.

4. WHAT IS THE COMMITTEE'S OVERALL ASSESSMENT (UNSATISFACTORY, SATISFACTORY, GOOD, EXCELLENT) OF THIS PROGRAM'S LIBRARY/LEARNING RESOURCE MATERIALS?

It is the general conclusion of the College libraries that the resources and services provided for the Early Childhood program are good and that they generally meet the research and information needs of the students and faculty, except in the area of audio-visual materials where a recommendation is made for improvement.

STAFFING:

The staffing for the Early Childhood Program is unique in the following ways:

a) There is one full-time early childhood faculty member for the three campus program who also functions as its inter-campus coordinator.

b) There is one full-time instructor at the Western campus (Sociology), returning from a sabbatical next fall (1990), who teaches several (2 plus 2 overload) early childhood courses each semester out-of-discipline.

c) There is one full-time instructor at the Eastern Campus (Interior Design) who teaches one course in the program also out-of-discipline.

d) The total number of Code 330 students currently enrolled in early childhood courses on all three campuses is 326 (Selden: 169, West: 104, East: 52).

e) The total number of students currently enrolled in early childhood courses on all three campuses in 592 (Selden: 330, West: 210, East: 52).

f) Many students take ED11 and ED22 and other non-field work courses as electives to be used in other curricula thus increasing the number of "real" seats and students in the early childhood program.

g) The coordinator teaches only overload courses in the program due to coordination and administrative responsibilities.

h) There are 20 adjunct faculty employed this (Spring 1990) semester teaching 32 sections of early childhood courses.

The full-time faculty/students ratio is somewhat irrelevant given the above set of circumstances.

The results of the survey of early childhood adjunct faculty regarding demand for services indicates that most needs are adequately met (see appendix "BB"), although many do their own typing and material preparation because they are not on campus daily.

The questionnaire also asked all twenty instructors to evaluate the role of the coordinator and the effectiveness of program faculty meetings (see appendix "HH" for meeting's minutes). All respondents stated that they found the Early Childhood coordinator both responsive to their needs and supportive of their efforts. A sample of the comments accompanying their responses follows:

> "I feel the coordinator to be very supportive. There have been many instances where her support has made it possible for me to conduct a course on other campuses. Without her intervention I would have been under-supplied and poorly placed."
>
> "Darlene is not only responsive but the immediacy of her response is to be commended. The coordinator promotes a cooperative and collegial atmosphere within the department."
>
> "Darlene is very responsive to my needs and extremely supportive. She is an excellent teacher/administrator and has supported and encouraged my growth as a teacher."
>
> "Darlene has been helpful to me at all times. Any questions or problems I have, she assists right away. She guides me in making decisions, and lets me make the final decision. Above all she is extremely supportive and I know if I need her she'll be there."

To the question about the Early Childhood Program meetings, the faculty were asked if they found them helpful, stimulating, supportive or not worthwhile. Eighteen felt they were helpful, two did not check this item. Fifteen instructors said the meetings were stimulating, seventeen found them supportive (in each case, only one said they were neither, the others not checking these items) and no one found them to be "not worthwhile." Comments from the instructors regarding the program meetings included the following:

> "The opportunity for the faculty to come together at certain intervals to share concerns and philosophy has played a

large part in the development of the quality that exists in our courses. We present a unified philosophy which is very important for our students and this can only be developed and be sustained through these regular meetings."

"The meetings cover a lot of administrivia which helps to keep the operation running smoothly. In addition, we do discuss philosophical clarification and since we have many new adjuncts all the time, these things have to be repeated. I for one look forward to the sharing at these meetings, it lessens the feelings of isolation."

"Wish we could have more but I know it's difficult for many of us to attend."

All the adjuncts are New York State certified teachers and are professionals in the field of early childhood education. Most are members of the National Association for the Education of Young Children and have at least one advanced academic degree. Many attend conferences and are active in the profession, adding to their professional development and growth. Announcements of professional meetings and conferences are distributed periodically and placed on the various early childhood program bulletin boards by the coordinator.

Regarding additional forms of professional development, the early childhood adjunct faculty meet regularly with the coordinator to discuss new programs, curriculum changes and instruction methodology. All participate, contribute and, as indicated by the survey results (see appendix "BB") find these meetings quite helpful and productive.

The hiring process for early childhood adjuncts involves the coordinator and the appropriate campus administrator. Both take part in the interview and in making the final decision. Currently, qualified adjuncts have been attained for each course, but the difficulties in maintaining standards have increased with the expansion of the day class offerings. Student surveys and observations by administrators continually attest to the adjunct faculty's ability to provide students with a high quality educational experience (see appendix "GG-HH"). Accordingly, it appears that the above information indicates hiring procedures have been more than adequate.

MAJOR ISSUES

The major issue in the next three years regarding early childhood education, in general, would be the changes in New York State requirements for teacher certification. As noted in this report, a number of students are planning to transfer from the Early Childhood Program to a four-year college in order to obtain a degree in education leading to full certification. At this time, changes in the New York State teacher certification requirements have had no effect on the two-year Early Childhood program. Upper level transfer institutions have not indicated there would be any major changes that would affect the transferability of our courses or program. The State University of New York at Westbury, Dowling College, and St. Joseph's College have indicated that they will continue to accept our curriculum credits.

It is expected that the state, with its increasing interest in preschool education, early childhood education (kindergarten through third grade), and early intervention, will encourage and foster the two-year early childhood graduate to enter the field as a paraprofessional or teaching assistant. Early childhood programs must, by definition, have a higher teacher/child ratio and this necessitates having more trained staff in a classroom. Two-year programs such as ours would meet and provide for this need, as well as allowing graduates to eventually complete the four-year degree if they so desire.

Effective September, 1993, the New York State Education Department Board of Regents has approved the following changes in teacher certification:

At the elementary level, two certification titles will have been established; pre-kindergarten through grade 3 and kindergarten through grade 6. Under this new arrangement, elementary teacher certification no longer will include nursery or pre-kindergarten in its scope. Beginning in September 1993, newly certified individuals who wish to teach preschool classes must hold the pre-kindergarten through 3 certificate.

Significant changes in the kindergarten through 6 requirements include the need for candidates to have a baccalaureate degree with a concentration in one of the liberal arts and sciences, a year of language other than English, supervised student teaching in both upper (grades 4 through 6) and lower (kindergarten through 3) elementary grades and a concentration of 30 semester hours in the teaching of reading. One academic year of supervised internship, instead of the present two, a Master's degree, and the passage of an Examination will be required for permanent certification.

Undergraduate requirements for prekindergarten through grade 3 certification have not yet been confirmed. At the present time, it appears that our present program is adequately planned and allows students to enter four-year programs. Due to the increased interest in teaching as an occupation, some colleges are becoming more selective in the transfer requirements regarding grades. Students are told that they must achieve good grades in order to transfer to these schools. The difficulty, then, does not lie in the transferability of the course work, but rather in the competition for seats available in these programs.

RECOMMENDATIONS

1. Two full time faculty are required. Normally, the committee would be duty bound to give reasons why additional faculty are necessary. However, because there are NO full-time teaching faculty (the single full-time faculty member is also the coordinator and department head), it is evident that full time faculty are required. The reason the committee feels two are required is due to the following:

A. Suffolk Community College has three campuses and the Early Childhood Program is found on all three. Full time representation is required for a more effective program.

B. The number of students in this program and the number of sections that are offered each semester require more than a single full-time position.

2. Maintain status of college wide coordinator to supervise the quality and effective administration of this program.

This program is both a career program and a preparation for advanced study. It requires a coordination between campuses for consistency and maintenance of standards. The administrative arrangement that is strongly recommended is the continuation of a coordinator as a college wide position irrespective of the number of faculty in Early Childhood on any of the campuses. We make no recommendation concerning to which campus the two faculty members should be assigned, although they should not be assigned to the same campus. At this time, the coordinator position is purely advisory thus seriously weakening its effectiveness and function.

We recommend that a job description be rewritten to allow the coordinator who is responsible for the program to carry out the charge with the authority necessary. The job that the present coordinator is doing is not adequately reflected in the job description and we are simply recommending that the job description be consistent with current practice.

3. Secure storage for materials and availability of water on the East and West campuses.

Most courses offered by the Early Childhood Program require materials. At the present time, there is inadequate storage for these materials. This becomes a security problem as well as making instruction extremely difficult if not impossible. It is recommended that permanent, adequate storage be made available at these two campuses.

In ED11, ED22, and ED25, there is a need for water within the classroom. We recommend that provision be made for the accessibility of water. In addition, this should be near the permanent storage. The committee has already spoken to Executive Dean LaLima concerning the need for water and storage on the Western campus. The renovation of the Beta building on the campus provides the opportunity, at a minimal expense, of providing for this need.

4. Need for adjunct faculty office spaces.

In this career program, which is presently staffed, with the exception of the coordinator, by adjunct faculty there is a great need for faculty office space on all three campuses. This can greatly facilitate advisement.

5. Teaching materials need to be purchased.

Demonstration materials necessary for a developmentally appropriate early childhood classroom should be purchased for each campus. In addition, the library on each campus should acquire, maintain and update a reasonable number of children's books for student use. These books are used in all early childhood courses, but especially in the children's literature course (ed45).

6. Field work sites should continue to be chosen and evaluated by the faculty of the Early Childhood Program.

Field work is a vital part of the program and choosing developmentally appropriate field work programs requires special expertise. This expertise is only available from those professionals who teach in the discipline. This requires the constant evaluation of these centers, so that our students receive the very best training possible.

7. Bulletin board on Western Campus.

Bulletin boards for announcements are available on both the Ammerman and East campuses. Due to space consideration, it has not been possible to establish an the Western campus. The committee hopes that with the addition of the Sagtikos Building as well as the renovation of other parts of the campus, a bulletin board will be provided for the Early Childhood program.

8. Allow students an option of taking either HC11 (Health Concepts) or HC22 (Safety and First Aid).

At the present time HC11 is required. However, it is the feeling of the committee as well as the faculty of the program that HC22 would be an appropriate choice for those planning to directly enter the field of early child care following graduation.

9. Periodic Evaluations should continue.

The coordinator of the program periodically sends out questionnaires to graduates of the program. These questionnaires are very useful and, despite some minor alterations, are standardized. The practice should be continued. It would be valuable if it were performed on a regular basis perhaps every two years. In addition, for comparison purposes, the data from each questionnaire while being analyzed separately might be arranged so that it can easily be compared to previous survey's responses. This may require some cooperation from the Department of Institutional Services.

10. Information on new entrants should be kept and reports made periodically.

According to the admissions office, the admit files for all semesters prior to February 1987 have been deleted. This makes long term comparisons of entering students impossible. It is recommended that the admissions office not delete these files. In addition, a comparison of the high school averages and SAT or ACT scores of students entering the program with those entering throughout the years should be available. This will allow the faculty of the Early Childhood Program an opportunity to note any changes in student qualifications.

11. An evaluation of the counseling and advisement system should be performed.

Although most students rated the advisement as "excellent" or "good" or "satisfactory", the committee believes that there is always room for improvement.

12. More effort must be placed into publicizing the Skills Center on each campus.

The very small number of students using the reading and writing centers on the campuses is troublesome, especially with the evidence that some students in this program have difficulties in English and in some social science courses. There is a need to introduce students to the services provided in these centers and to encourage students to use them.

13. Investigate the use of the Placement Service.

Very few students seem to use the placement service, although those who do are very satisfied. It is necessary to look into the reasons behind this lack of usage.

14. Conduct exit interviews.

It is recommended that exit interviews be conducted when feasible. At the present time, the coordinator is the only full-time professional devoted to the department. Another recommendation made earlier in this report recommended the hiring of two additional full-time instructors. If this were to occur, it would be possible to perform exit interviews both on graduates and those who drop-out of the program. Such interviews are valuable in determining student evaluations of the program including its strengths and weaknesses.

15. Effort is needed to involve part-time students.

The persistence rates for part-time students throughout the College is lower than for full-time students. This is probably to be expected for a number of reasons. However, it remains a problem throughout the college that part-time students often do not feel as much a part of the college or the program as full time students. Although our surveys were not designed to show this, the lower persistence rate for all these students may indicate a need for some additional program, or perhaps a college newsletter that would involve part-time students.

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SUFFOLK COMMUNITY COLLEGE

DEPARTMENT OF HEALTH CAREERS

EARLY CHILDHOOD PROGRAM

STATEMENT OF PHILOSOPHY

(Appendix A)

The understanding and appreciation of early childhood stems from the study of writings and research of Educational philosophers and psychologists. This background is the basis for the development of methods of teaching young children. These methods utilize and modify instructional approaches by stressing the importance of the stages of development in early childhood.

Study of the development of a child's physical, cognitive, social and emotional growth emphasizes the step-by-step progression through which a child acquires knowledge of self and environment. It demonstrates the individual and unique process that learning is. A child's experience and perception of them are the basis for the formation of concepts of self and of the environment. Such concepts are constantly being reevaluated, reorganized and manipulated as the child is exposed to new experiences. New concepts need to be perceived through all senses to be successfully integrated into a child's system of thinking. They need to be related to prior knowledge so that familiar concepts can be assimilated or discarded and replaced with new information.

The quality of the experiences an educator provides for the child is paramount. Experiences must be meaningful. They need to involve the child and need to be age-appropriate, well-sequenced and well organized.

Concurrently, the learning process must be process-oriented, not product-oriented. Process-oriented teaching allows the child to explore media and materials without being bound by a pre-determined product whose characteristics have been defined and determined by the teacher. It allows the development of the creative potential that is inherent in each child. The learning process is highly individualized and unique to each child. Learning styles vary with the strengths and weaknesses of the individual and the accumulation of knowledge is a delicate process. Many teaching behaviors can easily discourage further attempts in the sensitive child while lack of success can affect self-image.

Curriculum in Early Childhood should be developed to satisfy the needs of the individual while establishing goals which permit the child to experience success.

The Suffolk County Community College Early Childhood Program, whose primary purpose is the instruction of students in this field, supports this philosophy. It exposes students to the importance of allowing a child the opportunity to assume appropriate responsibility for learning, regardless of subject area. It discourages excessive teacher-dominated instruction and stresses child centered learning which encourages exploration of materials, the manipulation of these materials and the encouragement and acceptance of ideas which are associated with this exploration. It is supportive of the child's expression of such ideas through appropriate media under the sensitive guidance of the teacher.

PART 2, SECTION 2

DUTCHESS COMMUNITY COLLEGE
State University of New York
Pendell Road Poughkeepsie, N. Y. 12601

September 8, 1978

MEMORANDUM TO: Chairpersons of SUNY Nursery Education Programs or Departments

FROM: June (Roush) Pierson, Dutchess Community College

I wanted to let you know the current status of our proposal to change the name "Nursery Education" to "Early Childhood".

I have petitioned the state office, in behalf of all of us, for the name change. The state will then be contacting the Presidents of each of our eight colleges to ascertain that there is agreement about this change. If such agreement is indicated, then the actual process of modifying the name will be completed.

If any of you did not clear this proposal with the Administration of your college last spring, it would be helpful if you would do so right away, as they will be contacted by SUNY Central Office, hopefully, in the near future.

This move seems to be taking an enormously long time to accomplish but, at least, it is in progress. I will keep you posted on any feedback and/or problems encountered.

June Pierson

June (Roush) Pierson

JSP:hbg
cc: Marlene Lofton, Dutchess Community College
cc: Bertha Campbell, State Education Department

PART 2, SECTION 2

[illegible]

February 1, 1979

Dr. James E. Perdue
Vice Chancellor for Academic
Programs, Policy and Planning
State University of New York
State University Plaza
Albany, New York 12246

Dear Dr. Perdue:

This letter acknowledges receipt of your communication of December 11, 1978, notifying the Department of the change in title in the following program offered by the Selden, Eastern and Western campuses of Suffolk County Community College:

> Early Childhood (#5503), leading to the Associate in Applied Science degree in lieu of Nursery Education, (A.A.S.).

This change in title is hereby made in the registered programs for the Selden, Eastern and Western campuses of Suffolk County Community College.

Sincerely,

Donald J. Nolan

Donald J. Nolan
Coordinator of Academic
Programs

DJN:WWR:sc

cc: Chancellor Clifton R. Wharton, Jr.
President Albert M. Ammerman ✓
Executive Dean R. David Fox
Dean John Gallagher

(Proposal Number: 434-78)

bcc: Messrs: Nolan, Szetela, Riley, Tritschler (3), Kirkwood(MSA), Reich
Ms. Joanne Collins, K.Hull

PART 2, SECTION 2

DUTCHESS COMMUNITY COLLEGE
State University of New York
Pendell Road Poughkeepsie, N. Y. 12601

January 16, 1978

Mrs. Darlene Hochman
Nursery Education Program
Suffolk County Community College
533 College Road
Selden, New York 11784

Dear Darlene:

For the past several years, there has been a growing concern among the program staff here at Dutchess Community College about the name "Nursery Education" as a curriculum designation for our program.

It has fallen into increasing disuse within the profession for what, we feel, are a number of reasons:

1. The connotation of the name "Nursery" with the emotional responses and attitudes that accompany it.
2. The broadening of the kinds of groups for preschool children now available, such as full day care and infant care programs, toddler groups, etc.
3. The interest in improving the professional image of people who work with young children. (Please see attached article)

I am sure there are other reasons which you could add.

In any case, after numerous personal inquiries and with recent help from Helen Tedford, Director of the Nursery Education Program at Canton, I am proposing that those of us in SUNY who share this name try to have it changed to something more appropriate.

Titles for curricula are approved through SUNY Central Administration office. In order to make a change, every Nursery Education Program in the state must agree to and petition the state for the change. It also seems that we may not use the word"education" in any new proposal.

PART 2, SECTION 2

Therefore, as a joint suggestion from the Canton and Dutchess programs, we are asking you to consider EARLY CHILDHOOD PROGRAM as an alternative to Nursery Education. We believe this title would:

1. update the program image by using a current, generic term which is widely accepted and professionally respected.

2. offer each of us, within our own settings, much broader potential in terms of course and program development.

3. potentially improve articulation with four-year colleges for those students wishing to continue their education.

Please seriously consider this proposal, discuss it with all concerned, and see if you can support this suggestion. I understand that if we unanimously agree, then we can formally petition for the change to be made and the remainder of the procedure should be relatively simple.

Again, I urge you to please think about this carefully. If you have any questions about rationale or anything else pertaining to this matter, please contact me. I would like to set a target date of March 1st, 1978 as a deadline for your response.

Thank you very much. I hope to be hearing from you soon.

Sincerely,

June S. Roush

June S. Roush
Department Head
Social and Community Services

JSR:hbg
enc.

Teachers in Preschools: Problems and Prospects*

LILIAN G. KATZ, U.S.A.

In this paper I want to share with you some of my concerns about the special problems of adults who work with children in preschools, day care centers, kindergarten and other child care settings. I shall attempt to make the case that specific aspects of the work engender types of programmes which, in turn, may undermine some of the central goals of preschool education. I have organized the discussion under four interconnected headings: (1) observations of current developments in the field of early childhood education; (2) issues in child-adult relationships; (3) problems in adult-child relationships; (4) future prospects.

1. Observations of Early Childhood Education

It is well known that the field of early childhood education has greatly expanded during the last decade. This expansion is most marked in the United States but is certainly not limited to it. Increasing interest in preschool children, often reflected in the development of programs for these children seems to be world wide.

Changes in terminology

One of the interesting signs of the times is that the term "nursery school" has gradually dropped out of use in the United States, and has been replaced by the terms "preschool" and "early childhood education". We can only speculate about the causes of such changes in terminology. Occasionally it seems that the change is due to same root metaphor which results in terms like "precooked" and "preshrunk". Indeed, developments in the field over the last decade reflect much rationalization of today's pedagogy in terms of preparation for the next life! A more serious examination of recent trends (in the United States, at least), suggests several factors at work. First, the term *nursery* seems to emphasize the nurturant functions of early education, whereas *preschool* stresses the preparatory and preventative goals of so-called intervention programs like Head Start. Secondly, the term *early childhood education* captures more fully than *nursery school* the variety of age groups served by programs for young children, and the types of settings in which they occur. The rubric "early childhood education" usually encompasses all types of programmes and classes for children up to the age of eight.

Conceptions of the teacher's role

Alongside changes in program terminology, some reluctance to use the term *teacher* can also be observed, especially in the discussions of day care center staffing. Instead, terms like *child care worker* and *caregiver* are increasingly being used. The federally initiated program developed by the Office of Child Development (HEW)

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*This paper is based on the Alice Creswick Memorial Lecture presented at the Australian Preschool Association's 14th National Conference, University of Melbourne, Melbourne, Victoria, May 1976.

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SUFFOLK COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

EARLY CHILDHOOD PROGRAM

Information for Entering Students
(Appendix C)

1. The Intercampus Coordinator for the Early Childhood Program is Professor Darlene Hochman (451-4299). Any questions regarding waivers, the sequence of courses or prerequisites should be directed to her.

2. The Early Childhood Program is a restricted curriculum. Individuals must apply through the Admissions Office for acceptance either upon initial entry into the college or after completing the courses listed in the College Catalogue. Admission is not guaranteed. Those students taking ED11 and/or ED22 who are not accepted into the Program can use these courses as electives in the Liberal Arts or General Studies curricula and also transfer to a four year degree granting.

3. Students who have enrolled in the Early Childhood Program (Curriculum Code 330) must achieve a minimum grade of C in each Early Childhood course in order to continue on to the next course in the Early Childhood sequence and to qualify for graduation. Students may repeat a course once.

4. Students entering ED33 (field work) must submit evidence of a physical examination and completed health forms to the Nurse's office on their home campus. Field placements will not be assigned unless all health requirements are met.

5. The Early Childhood Activities course, ED22, is a prerequisite for ED33. Any student entering the Early Childhood Program in the spring semester must register for ED22 so as to be able to continue the necessary sequence for graduation the following year. The Foundations of Early Childhood Education course, ED11, should be taken concurrently with the ED22, or, with permission of the Early Childhood Program coordinator, (Darlene Hochman, 451-4299), may be taken with ED33 during the following semester.

6. When a course is closed (filled) at one campus, students are encouraged to register for that course at another campus. This is particularly important in the case of ED33 (field work). Field work placements can be arranged for the convenience of the student at Early Childhood programs situated near the student's home. The student will attend the class sessions at the campus at which he/she is registered for ED33. Putting off taking ED33 forces the student to lose an entire year, so enrolling at another campus (usually the Ammerman campus) is highly suggested.

7. Early Childhood students should be aware that the first field work course, ED33, is offered during the fall semester only and must be taken as a prerequisite to the second field work course, ED44, which is offered during the spring semester only. Field work students are placed in Early Childhood Programs that are affiliated with the college.

8. At the Western and Eastern Campuses, the ED25: Art, ED35: Music and ED45: Children's Literature courses are offered on a rotating basis. At the Ammerman campus, all three of these courses are offered each semester. Again, students may have to register at the Ammerman campus if one of these courses is necessary for graduation and is not being offered at the students' home campus. An effort is being made to have each of these courses (ED25, ED35, ED45) offered once over the academic year at the Eastern and Western campuses when possible.

9. Early Childhood courses are being offered days and evenings depending on individual campus enrollment needs. Schedules for each campus should be checked each semester since the times courses are offered will vary. Students may (and are encouraged to) take the Early Childhood courses on any campus.

10. FIELD PLACEMENT INFORMATION FOR STUDENTS: During the first ED33 or ED44 class meeting, students will be assigned by their instructors to field placements in college affiliated Early Childhood Programs located throughout Suffolk County. At this time, field times will be determined according to the instructor's teaching schedule.

SUFFOLK COMMUNITY COLLEGE
EARLY CHILDHOOD PROGRAM

TEACHER CERTIFICATION INFORMATION
(Appendix D)

(Students on all Campuses can call the Early Childhood Intercampus Coordinator, Professor Darlene Hochman, 451-4299 for further information or advisement.)

1. Effective September 1, 1993, requirements for teacher certification in New York State will be:

   I. Certification for kindergarten through grade 6:
      a. Bachelor's Degree
      b. Master's Degree (five years to complete)
      c. One year of college level study of a foreign language.
      d. Passage of an examination in the liberal arts and sciences for provisional certification. Passage of examinations in the area of the teaching certificate and in teaching skills for permanent certification (currently the NTE).
      e. One year internship in a public or nonpublic school.
      f. A concentration in a liberal Arts content area.

   II. Certification for pre-kindergarten through grade 3:

   This has not been adopted yet. Requirements will be out in Spring, 1990.

2. The NTE Exam consists of 3 parts which can be taken independently. The parts are: Communication Skills (measures listening, reading and writing), General Knowledge (includes questions on literature, mathematics, science, social studies and fine arts) and Professional Knowledge (relates to social and cultural forces that influence teaching, and deals with general principles of learning).

   It is recommended that upon graduating from Suffolk, transfer students take the Communication Skills component of the exam. (Students may also take the General Knowledge component at this time if they choose.)

3. The A.A.S. Degree in Early Childhood is transferable to some four year college early childhood or early childhood special education programs. Students transferring without completing the degree will usually have their credits evaluated on a course by course basis. Students should check with the transfer institutions of their choice to assure transferability.

4. Students not accepted into the 330 curriculum (the Early Childhood Program) or who are undecided about their academic goals, can remain in the General Studies or Liberal Arts (A.S. Degree) programs and take ED11 and ED22 and, if an additional education course is desired, either ED25, ED35 or ED45 as electives in these curricula with the permission of the Program Coordinator, Dean or Department Head, depending upon the student's home campus.

   Students doing the above can successfully transfer to most 4 year institutions as early childhood and/or special education majors or as liberal arts majors.

5. It is recommended that elective courses be selected from the social science, humanities, mathematics, science or foreign language areas. Although any elective taken at Suffolk will meet this College's degree requirements, the aforementioned areas are recommended for teacher certification and transfer purposes.

6. Some four year institutions do not transfer credit for courses for which you have received a D grade. Other schools limit the number of D credits they accept. Students should check with the transfer institution they wish to attend.

7. A student can become certified in both early childhood education and special education (dual certification). Students can major in early childhood education at the undergraduate level and take their Master's Degree in Special Education. This is highly recommended since many students, upon entering Suffolk Community College, are not sure of which area in education they are interested. For those few students who have definitely decided upon the special education major, some transfer institutions offer a dual certification program at the undergraduate level. Again, it is the student's responsibility to check with four-year institutions about transfer of program credits.

PART 2, SECTION 5

SUFFOLK COUNTY COMMUNITY COLLEGE
INTEROFFICE MEMORANDUM

TO: EARLY CHILDHOOD FACULTY

FROM: Darlene Hochman

DATE: April 3, 1990

RE: PRE-REGISTRATION & OTHER INFORMATION TO BE READ IN CLASS

1. Pre-registration this semester will be held from April 17, 1990 through April 27, 1990.

2. Please take a few minutes time at the end of your classes to encourage and assist students with pre-registration. Completed forms for Eastern or Western campus students should be submitted to the Registrar by the student. Ammerman campus students should bring the completed forms to R-106 (Riverhead Building) for pre-registration.

3. Any Early Childhood student, day or evening, full or partime, Eastern, Western, or Ammerman campus can arrange for advisement with me. A sign-up form will be posted outside my door. Students can call 451-4299 for an appointment, sign-up for one (Room R-120)-Riverhead Building) or jsut call me for advisement information.

4. Please remind students that a "C" grade in each Early Childhood course is required to continue on in the Early Childhood sequence and that a course may be repeated only once.

5. Pre-requisites are to be noted and taken as indicated in the college catalog. Students will have to drop any course for which the pre-requisite has not been satisfactorily completed.

6. Students must be accepted into the 330 curriculum in order to take ED33. Applications can be picked up in the Admissions Office on each campus. A completed medical form must be submitted to each campus nurse's office in order to fulfill program requirements.

PART 2, SECTION 5

7. I will be teaching ED33, sections 5960 and 5961, (Monday's 4-5:50 pm) next semester. Other sections will be taught by adjunct faculty.

8. ED25, 35 and 45 are rotated at the East and West Campuses (all 3 are offered over the academic year at West). Students should be aware that they can take any of these 3 courses out of the sequence listed in the catalog. Over any given 2 year sequence, each course in the Early Childhood Program is offered at each campus. Students may opt to take courses at another campus if they want to take a course.

9. Please request Job Connection forms for your ED44 classes from your respective campus placement offices (East - 548-2500, West - 434-6516, Selden - 451-4049. They will send you all necessary information.

10. Field work instructors: Please send out "thank you-request for future placement" letters with return envelopes enclosed (to me at Ammerman) by May 1, 1990.

What Our Graduates Say

"My education at Suffolk opened **many doors for me. After graduating**, I was offered a full-time teaching position at a nursery school. I continue to be called to substitute at a playschool, and I was asked to teach part-time at another **preschool.**"

—Yvette A. Fuerderer, '87

"The philosophy at Suffolk is that *children* are the most important part of the Early Childhood program—they come first. I have absorbed this philosophy into my own beliefs."

—Diane Palumbo, '86

"I am grateful to each and every instructor in the Early Childhood program for providing me with a strong background in the field of education."

—April L. Hamilton, '86

SUFFOLK
COMMUNITY
COLLEGE

Ammerman Campus
533 College Road
Selden, NY 11784-2899

For further information about specific program requirements contact Professor Darlene Hochman (516) 451-4299

Early Childhood Program
Suffolk Community College
533 College Road
Selden, NY 11784-2899

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PART 3, SECTION D

APPENDIX F

early childhood

A.A.S. Degree

APPENDIX F

Suffolk Community College
A Unit of the State University of New York

Why Study Early Childhood Education?

Preschool and early childhood care is one of the fastest growing needs in the country. Increasing numbers of children are enrolled in preschools, day care and Head Start programs while public and private schools continue to need trained teachers and assistants. If you enjoy working with children and would like a position of responsibility as a director, teacher, or assistant in an educational setting, Early Childhood education is a field for you to consider.

Suffolk's Early Childhood Program Prepares You for Success

As a student in the Early Childhood program, you will receive professional training in all aspects of child care: child development, activity and program planning, and appropriate teaching techniques. You will also take selected liberal arts courses.

Classroom instruction is supplemented with on-site observations during your first year of study and with placement in an Early Childhood program for field work during your second year.

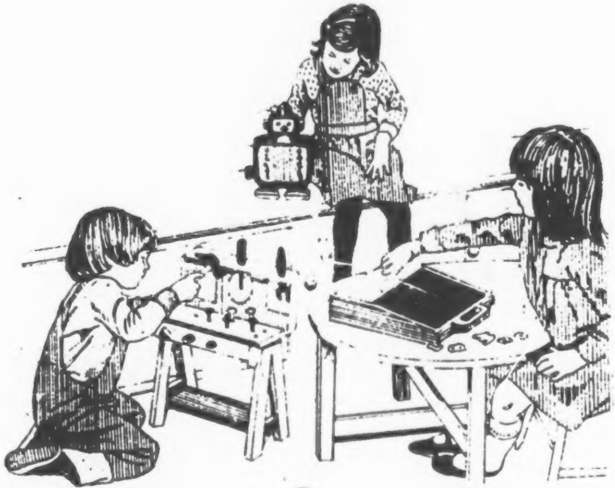
Suffolk's Curriculum Is Flexible

Suffolk offers Early Childhood courses on all three of its campuses in Selden, Brentwood, and Riverhead, where students may enroll either full or part time. Full-time students can complete their degree requirements in two years while part-time students usually take four.

Suffolk offers Early Childhood sequences for both full- and part-time students. Those interested in full-time study should consult the College catalogue. The recommended sequence for part-time students is as follows:

First Year	**Credits**
FALL:	
ED11: Foundations of Early Childhood Education	3
PC11: Introduction of Psychology I	3
SPRING:	
ED22: Early Childhood Activities	3
ED35: Creative Activities: Music	3
SUMMER:	
EG11: Freshman Composition	3
PC60: Developmental Psychology	3
Second Year	
FALL:	
ED25: Creative Activities: Art	3
ED33: Instructing the Preschool Child	3
SPRING:	
ED44: The Child and His/Her World	4
ED45: Creative Activities: Children's Literature	3
SUMMER:	
SO11: Sociology	3
HC11: Health Concepts	3
Third Year	
FALL:	
English Elective	3
Science or Math Elective	3-4
SPRING:	
HC44: Group Dynamics	3
SO33: Marriage and the Family	3
SUMMER:	
Science or Math Elective	3-4
CO11: Oral Communication	3
Fourth Year	
FALL:	
Elective*	3
Elective	3
TOTAL CREDITS REQUIRED	**61-63**

*ED23: Infant and Toddlers is recommended for those working in Day Care Centers.



Early Childhood courses are offered both day and evening, but you should check the College's class schedule each semester for specific times and places. Classes vary on each campus according to enrollment needs.

Transfer Opportunities Are Available

Many of Suffolk's graduates have transferred to four-year colleges and universities to complete their bachelor's degree and earn New York State teaching certification. Students should check with the institution of their choice for transfer information.

SUFFOLK COMMUNITY COLLEGE
EARLY CHILDHOOD PROGRAM

NE11 (ED11) STUDENT REQUIREMENTS
(Appendix G)

1. The student will observe three different types of Early Childhood Programs. A one to two page report for each observation is to be submitted along with a floor plan for the program being observed.

2. The student will write in class or submit a one to two page paper stating personal goals in considering a career in early childhood.

3. a. A specific type of early childhood program
   b. An area of special interest in early childhood education
   c. A current issue of problem in early childhood education

   A complete research paper relating to the above topic is to be submitted one week prior to the presentation.

4. The student will formulate and write a statement of personal philosophy regarding early childhood education and development.

5. The student will complete written assignments relating to the text and or educational journal.

GENERAL PROCEDURES

1. Participation in class discussions-
2. Writing assignments associated with text or articles-
3. Term project, written and oral (can be 2 grades)-
4. Three observation reports-
5. Quiz/exams

GENERAL REQUIREMENTS

1. Students are responsible for all information and materials presented in class

2. Students are expected to attend all classes. Final grades will be affected (lowered) by more than _____ absences.

3. All assignments are to be submitted on date due. Lateness will result in a lower grade.

4. All papers are to be neatly typed and proof-read.

5. All assignments must reflect proficiency in written English. Grades will be affected by poorly written papers.

COURSE OBJECTIVES

1. The student will examine his/her personal interest in and philosophy of early childhood education.

2. The student will observe and discuss observations of early childhood programs and develop specific guidelines for these observations.

3. The student will trace the historical development of early childhood education.

4. The student will identify the various types of American early childhood programs, describing their sponsorship and discussing the goals of each and how they attempt to meet the special needs of children.

5. The student will compare and contrast early childhood programs of other cultures and nations.

6. The student will examine and compare early childhood philosophies.

7. The student will describe the stages of and discuss factors influencing the cognitive, social, emotional and physical development of the child.

8. The student will discuss and compare psychological theories of child development.

9. The student will analyze and describe the various roles of the professional staff and ancillary services provided for in early childhood programs.

10. The student will formulate criteria for providing for and evaluating high quality early child care.

11. The student will describe and explain the importance of parent involvement in early childhood programs.

12. The student will discuss and examine New York State licensing laws for all types of early childhood programs and for teacher and teacher assistant certification.

13. The student will discuss and analyze current issues in early childhood.

NE11 (ED11) OUTLINE TOPICS

1. Decision to enter the field - Licensing Laws: Teacher Certificate School License
2. What is Early Childhood Education - goals, purposes
3. History
    - Comenius
    - Rousseau
    - Pestalozzi
    - Froebel
    - Dewey
    - Locke
4. Programs
    - Co-op Nursing
    - Montessori
    - Open Classroom (including British)
    - Cognitive Model - Englemann/Bueiter
    - Public Pre-K
    - Kindergarten
    - Day Care
    - Summerhill
    - BOCES Pre-K
    - Head Start
    - Home Day Care
5. Child Development Theories
    - Social, Emotional
    - Physical
    - Cognitive
    - Piaget
    - Erickson
    - Freud
    - Skinner - Learning Theory
    - Jerome Kagen
    - Gessell
    - Jerome Bruner
6. Observing a Classroom setting: What to look for, what to include in report
7. Current Issues/Problems
    - Child Abuse
    - T.V.
    - Handicapped - Mainstreaming
    - Starting school at 4
    - Bilingual Education
8. Personal Philosophy
9. Suggestions

EARLY CHILDHOOD PROGRAM *Darlene Hochman, Coordinator*

NE22 EARLY CHILDHOOD ACTIVITIES - COURSE OBJECTIVES

(Appendix H)

1. The student will observe and evaluate early childhood programs using criteria established in NE11. The student will describe program goals and identify the characteristics of a well-planned early childhood program.

2. The student will investigate and explain how to determine for which physical, affective and cognitive skills a young child is ready. The concept of readiness will be defined and discussed.

3. The student will define and discuss planning and teaching strategies that are developmentally appropriate for young children.

4. The student will select and explain developmentally appropriate early childhood curriculum topics and curricula.

5. The student will work with various early childhood materials and equipment and state criteria for the selection of appropriate materials to use in an early childhood program.

6. The student will explain, define and develop multisensory units for teaching young children.

7. The student will compare the goals of a process-oriented curriculum with those that are content-oriented.

8. The student will describe and compare ways a teacher may organize materials in the classroom to enhance childhood involvement and development.

9. The student will plan, design and explain a floor plan and play yard layout indicating the location of learning centers, play areas, stationary and moveable equipment.

10. The student will define, and write complete lesson plans using behavioral objectives.

11. The student will describe and discuss the role of the teacher and strategies for developing self-discipline in young children.

12. The student will identify objectives, write plans and describe learning experiences appropriate for science, language, arts, mathematics, social studies, art, music, movement and physical education, and the development of positive self-esteem, health and safety in the early childhood curriculum.

13. The student will describe, discuss and define children's play including the function of need for play and the role of the teacher in children's play.

REQUIREMENTS

1. Integrated Unit: The student will select a single area or topic of learning on the early childhood curriculum and create, prepare, write and present a complete multisensory, developmentally appropriate unit experience. This unit will include all necessary materials and complete lesson plans for each activity. The unit will include experiences in art, music, social studies, language arts, mathematics, science and movement.

2. The student will observe and evaluate, in writing, three different early childhood programs and submit a ____ page report on each.

3. The student will create (student designed) and demonstrate one table activity.

3a. The student will plan and demonstrate a developmentally appropriate cooking experience (1). The food prepared should have nutritional value.

4. The student will collect, mount and categorize a picture file on various subjects/topics related to specific early childhood curriculum area.

5. The student will demonstrate and teach-finger plays the the class.

6. The student will collect and organize an activity file of developmentally appropriate experience for young children.

7. The student will read and develop a bibliography of appropriate children's book for _____ specific topics. One children's book will be read to the class.

8. The student will read the assigned text chapters/articles and submit a one-page reaction paper/summary for each one.

GRADING PRACTICES

1. Class participation ______
2. Observation reports ______
3. Multisensory unit: written unit ______
   demonstration ______
4. Table activity presentation ______
5. Fingerplay demonstration ______
6. Picture file ______
7. Activity file ______
8. Exam ______

GENERAL REQUIREMENTS

1. Students are responsible for all information and materials presented in class.

2. Students are expected to attend all classes. Final grades will be affected (lowered) by more than _____ absences.

3. All assignments are to be submitted on date due. Lateness will result in a lower grade.

4. All papers are to be neatly typed and proof-read.

5. All assignments must reflect proficiency in written English. Grades will be affected by poorly written papers.

OUTLINE TOPICS

1. Curriculum
   - a. Lesson planning
   - b. Behavioral Objectives
   - c. Units - integrating experiences, appropriate sequences, multi-sensory approach
   - d. Learning Center approach

2. Classroom environment
   - a. Room arrangement
   - b. Transitions
   - c. Equipment materials
   - d. Self disciplines and Social competence
   - e. Daily schedules
   - f. Routines

3. Learning Center/Activity Areas
   - a. Water play
   - b. Blocks
   - c. Woodworking, construction
   - d. Math experiences
   - e. Science experiences
   - f. Cooking/nutrition
   - g. Arts, Music, Literature
   - h. Dramatic play - structured, unstructured
   - i. Outdoor/indoor physical education, body awareness
   - j. Social studies - community, trips, etc.
   - k. Language Arts, Reading Readiness as it relates to experiences
   - l. Enhancement of/awareness of self-concept.

4. Suggestions

Part 2, Section 4

SUFFOLK COUNTY COMMUNITY COLLEGE

NE 23: CURRICULUM AND CARE OF INFANTS AND TODDLERS

Course Outline

Fall 1988

Connie Galin
427-1206
543-3327

I. Course Objectives

1. The student will identify and compare the various types of infant and toddler programs in a variety of settings.
2. The student will examine the goals and philosophy of infant and toddler programs and identify the characteristics of well-planned programs.
3. The student will investigate and explain how to determine and evaluate infant and toddler readiness by defining and discussing the stages of development from birth to three years.
4. The student will create and plan developmentally appropriate infant and toddler experiences.
5. The student will examine and select appropriate equipment and materials for infants and toddlers.
6. The student will examine and design and discuss appropriate infant and toddler settings.
7. The student will define and discuss appropriate planning and teaching strategies for infants and toddlers.
8. The student will observe, evaluate, and discuss observations of infant and toddler programs.

II. Procedures For Accomplishing These Objectives

1. Lectures
2. Class Discussions
3. Student Presentations
4. Films, Tapes
5. Examination

III. Student Requirements For Completion Of The Course

1. The student will observe and evaluate in writing three infant or toddler programs. .Each observation will indicate the name and location of the program, the age and number of children in the group, the number of and qualifications of the adults in the room. In addition, the first observation will detail the design of and equipment in the room, and evaluate it on the basis of health, safety, and developmentally appropriateness. The second observation will contain a detailed description of program and activities observed, and evaluate them in

Part 2, Section 9

terms of developmentally appropriateness. A comparison will also be made of this program to the first visited. The third observation will emphasize the relationships between staff and children and the emotional tone of the room. A comparison will also be made of this program to the first two.
An optional fourth observation can be made to an infant or toddler program that is not a day care or pre-school, eg. Early Intervention, Mommy & Me, gymboree, etc.

2. The student will design and develop an appropriate program for infants or toddlers. Included will be the floor plan, equipment, materials, and a developmentally appropriate day's schedule, program and activities.
3. The student will develop a portfolio containing three written entries in each of the thirteen CDA functional areas that demonstrate the student's potential competency in each area.
4. There will be quizzes on the material presented.
5. The student will read the text as assigned.

IV. Grading Policy

1. Observations & evaluations of programs (extra credit for 4th observation)	20%
2. Room design and plan	30%
3. Portfolio	25%
4. Quizzes	20%
5. Participation in class discussions	5%

(All written assignments must demonstrate proficiency in English. Grades will be negatively affected by poor writing skills.)

V. Absence Policy

Students are expected to attend all classes. Grades will be negatively affected after the second absence.

VI. Texts

Cataldo, Christine Z. Infant & Toddler Programs, Massachusetts: Addison Wesley, 1983.

CDA National CredentialingProgram's manual for Infant/Toddler Caregivers in Center-Based Programs

Part 2, Section 4

Date	Topic	Assignment Due
Sept. 19	**Introduction**	
Sept. 26	Infant Development Philosophy & Goals Of Infant/Toddler Caregivers	Goal Collage
Oct. 3	Toddler Development Principles of Caregiving	1st Observation Quiz on Chapters 1 & 2
Oct. 10	Health & Safety Issues Principles of Caregiving cont'd.	Quiz on Chap. 3
Oct. 17	Curriculum for Infants	Quiz on Chap. 4
Oct. 24	Curriculum for Toddlers	Quiz on Chap. 5 2nd observation due
Oct. 31	Happy Halloween!! The Physical Environment & Equipment	Quiz on Chap. 6
Nov. 7	Types of Programs: Day Care Centers, Family Home Providers, Mommy&Me, etc.	Quiz on Chap. 7
ov. 14	Evaluation of Infants & Toddlers . Early Intervention Programs	3rd Observation due Quiz on Chap.8
Nov. 21	Separation and Attachment	Quiz on Chap. 9
Nov. 28	Resources for Infant Educarers	Quiz on Chap. 10 Portfolio due
Dec. 5	Teenage Parents - Parenting Programs	
Dec. 12	Guiding Behavior of Infants & Toddlers Oral presentations of Programs	Program due
Dec. 19	Program Management, Working with Families Professionalism Oral presentation of programs	

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Part 2, section 18

SUFFOLK COUNTY COMMUNITY COLLEGE

DEPARTMENT OF HEALTH CAREERS

COURSE OUTLINE

SPRING 1990 NE 25 CREATIVE ACTIVITIES:ART Daveen Herley

---

1. OBJECTIVES OF THE COURSE:

During the semester, the student will:

A. Define creativity and select methods of teaching which will encourage creative expression in children.

B. Identify the stages of development in childrens' art and record these stages in a written assignment.

C. Assess the level of development of a child through a detailed examination of a child's art work. This assessment will be given in a written assignment.

D. Present a description of the type of activity one could expect from a child at a specific age in a group presentation in order develop a profile for children between the ages of two and five.

E. Participate in all activities using various media.

F. Select and discuss appropriate media for early childhood activities.

G. Identify art activities which may be used to initiate the teaching of concepts in other curriculum areas.

2. PROCEDURES FOR ACCOMPLISHING THESE OBJECTIVES:

A. Reading assignments and class discussions.

B. Lectures.

C. Oral and written reports.

D. Experiences with several media.

E. Examination of childrens' art work.

3. STUDENT REQUIRENENTS FOR COMPLETING THE COURSE:

A. Read all assigned chapters in the textbooks.

B. Observe a child engaged in an art activity and record that observation.

C. Develop some form of systematic arrangement, e.g. a chart to summarise the stages of development.

D. Accumulate the art work of one child during the first weeks of the course. Present an oral group report and a written individual report during the last weeks of the course. These reports should show understanding of that child's development and relate this development.

Part 2, Section 10

to that of other children in the same age group.

E. Read assigned articles and report to the class on the content of these articles. A written summary will be submitted togther with the article for grading.

4. GRADING PRACTICES:

Written observation on collection of art (D)	20%
Chart (C)	20%
Article report	10%
Classroom participation: Attendance Participation Textbook assignments	30%
Mid-term	10%
Final	10%

5. RULES CONCERNING LATENESS AND ABSENCE:

Students are required to attend all classes. Final grades will be affected by more than one week's absence. Promptness is expected and two latenesses will be considered an absence. (It is unnecessary for students to call the instructor about a single absence.) Upon the third week's absence, a student will be dropped from the course.

6. ASSIGNMENTS REQUIREMENTS:

Students are responsible for submitting/presenting completed work on the date assigned. Late assignments will not be accepted and will receive a 0 grade unless prior approval by the instructor has been given. All work must be typed and carefully proofread. Grades will be affected by writing proficiency, including spelling, grammar, usage and punctuation.

7. TEXTBOOKS:

A. Analyzing Children's Art: Rhoda Kellogg, National Press Books, 1970.

B. Art, Basic for Children: Lila Lasky & Rosa Mukerji, NABYC 1980.

8. AUDIO-VISUAL MATERIALS TO BE USED:

Extensive use will be made of childrens' art work to illustrate stages of development and to illustrate media choice.

9. LIST OF SUPPLEMENTAL READINGS:

Appropriate texts will be brought to the attention of the students as

Part 2, Section 10

10. WEEKLY OUTLINE OF TOPICS:

DATE	TOPIC
1/29	Introduction. Course requirements and objectives. Nature of childrens' art - as expression of experience; emotions; aesthetics; communication. Explore creativity. Assignment B Observe a child. Text: Lasky & Mukerji Chpaters 1-3
2/5	Basic scriibles. Text: Kellogg Chapters 1-3 Assignment B due.
2/12	Scribbling stage continued. Text: Kellogg Chapters 4-6 Work with paints. Text; Lasky and Mukerji Chapter 4 pgs.50-53.
2/26	Painting activities, Text: Lasky & Mukerji Chapter 4 pgs. 54,55,56.
3/5	Pre-schematic stage. Text: Kellogg Chapters 7-10. Paper tearing and cutting. Text:Lasky & Mukerji Chapter 4 pgs. 70-75.
3/12	Schematic stage. Text: Kellogg Chapters 11-12. Play dough and clay modelling. Text: Lasky & Mukerji Chapter 4 pgs. 77-81.
3/19	Art media - description and selection. Text: Lasky & Mukerji Chapter 4 pgs. 83-85. Collages, textures, tissue paper. Developmental stages assignment due - assignment C.

Part 2, Section 10

3/26	Choice of subject matter - methods of stimulation. Text: Kellogg Chapter 13. Wax crayon and chalk techniques. Text: Lasky & Mukerji Chapter 4 pgs. 67-70. Report on articles.
4/2	Mid-term examination. Ordering of supplies and materials.
4/18	Ways to determine development of a child through observations made of their art work. Text: Lasky & Mukerji Chapter 5 pgs. 107-114. Dying and printing. Text: Lasky & Mukerji Chapter 4 pgs. 56-65. Articles report.
4/23	Interrelationship between art and early childhood curriculum. Text: Lasky & Mukerji Chapter 5 pgs. 115-124. Simple stitchery and weaving. Text: Lasky & Mukerji Chapter 4 pgs. 81-83. Preparation time for evaluation of childrens' art work.
4/30	Masks, constumes and puppets. Text: Lasky & Mukerji Chapter 4 pgs. 95-101. Oral reports on stages of development.
5/7	Final examination. Article reports. Written evaluation on child due - Assignment D.
5/14	Return of papers. Evaluation of course. Plan an art program for early childhood.

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

ED 33: INSTRUCTING THE PRE-SCHOOL CHILD

COURSE OUTLINE

FALL 1990

INSTRUCTOR: Darlene Hochman

OBJECTIVES OF THE COURSE:

A. The student is to participate as an effective assistant in all activities at the early childhood program to which he/she is assigned.

B. The student is to observe and discuss in seminars his/her observation and actions in the classroom. The physical, social, cognitive and emotional development of the preschool child will be part of these observations.

C. The student is to plan curriculum experiences and demonstrate knowledge of subject matter by coordinating activities and materials with developmentally (physical, emotional, cognitive, social) appropriate behavioral objectives.

D. After attending seminar lecture, students will integrate educational theory in practical application and in written assignments.

E. The student is to demonstrate professional attitudes toward teaching by achieving rapport with the cooperating teacher, staff and parents and by engaging in all activities which will aid in the development of his/her own teaching skills: i.e.: seeking resource persons, accepting new assignments.

F. The student is to identify his/her own strengths and weaknesses in preparation and teaching techniques through written assignments, child studies, exams, class seminars and individual conferences.

PROCEDURES FOR ACCOMPLISHING THESE OBJECTIVES:

A. Lectures
B. Class Discussions
C. Student Presentations
D. Audio-Visual Aids
E. Exams

STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:

A. Field Placement:
Students will participate in an Early Childhood Program for 14 weeks to which they are assigned by the college instructor. During the first ED33 or ED44 class meeting students will be assigned by their instructors to field placements in college affiliated Early Childhood Programs located throughout Suffolk County. At this time, field times will be determined according to the instructor's teaching schedule.

B. A detailed child study recording the observations of behaviors as stated in the "Child Observations" assignment sheet (attached is to be submitted. The complete child study assignments due the 9th class session. Responses are to be detailed and specific.

C. A term assignment detailing the student's perception of field experience is required. This should relate to the topics on the attached sheet. A total of 10 assignments are due on the date indicated. The structure of these papers is to be: Description of the topic or concern, your cognitive or affective response, subsequent actions, plans or suggestions of changes to be made. Reference should be made to the text, Developmentally Appropriate Practice (cite page), and class notes. Responses are to be detailed and specific.

(Students may submit the first two child study or term assignments [no later than week 4 into the semester] for correction and comment.]

D. The student is responsible for leading (teacher's plans) or planning and leading one activity (after discussing it with the cooperating teacher) per week, commencing no later than the third week in the field. Curriculum areas are to be rotated and written lesson plans are to be submitted to the cooperating teacher.
(One experience, at least, should be in each of the following areas: science, math, language arts, music, art, literature, social studies, movement.)

Students will maintain a teaching record on the form attached to this outline. This form is to be signed and dated by the cooperating teacher and submitted to the instructor on December 17, 1990.

E. The student will use one of the above instructional activities for discussion and presentation during the seminar. A complete lesson plan is to be submitted one week prior to the presentation. Students are to include in the evaluation both the positive and negative aspects of the learning experience. (Format of plan is attached.)

F. The student is responsible for readings assigned in the texts. An exam will be given covering this material.

G. The student will be observed and evaluated by the college supervising teacher. Students are responsible for confirming an appointment convenient with both teachers. part of the evaluation experience consists of a conference with the supervising teacher to be held immediately after on-site observation. If an observation must be cancelled, students are required to call both the cooperating and supervising teachers.

H. Students will be evaluated twice, in writing, by their cooperating teachers. Students are responsible for the submission of the completed forms to the college supervisor.

I. ASSIGNMENTS

Students are responsible for submitting/presenting completed work on the date assigned. Late assignments will not be accepted and will receive an 0 grade unless prior approval by the instructor has been given.

All work must be typed and carefully proofread. Grades will be affected by writing proficiency, including spelling, grammar, usage and punctuation. Unacceptable writing will result in a failing grade.

Student are responsible for all information presented during lectures. Please note the phone number of a classmate (or two) whom you may call should you be ill.

______________________ (name)	______________________ (phone)
______________________ (name)	______________________ (phone)

J. Field Site Incident

An incident is defined as any act, whether by action or negligence, that results in injury while you are at a field site.

All incidents must be immediately reported to both cooperating teacher and college supervisor and documented. The college supervisor will then determine subsequent procedure. This may include one or more of the following: notification of the school nurse and parents; physician examination; documentation in department records.

Student should note in writing the following information:

1. name of child or individual.
2. date, time and place of incident.
3. description of incident.
4. witnesses.

This procedure is for your protection. Documentation is necessary and important.

GUIDELINES FOR STUDENT BEHAVIOR IN FIELD WORK SITES:

A. Do not take any notes for your logs or child study during class session.

B. Dress appropriately and neatly for the work you will be doing.

C. Never discuss any classroom experiences with parents, other teachers, neighbors, etc. Refer all questions about the child to the teacher. Lack of professional behavior will result in a student being withdrawn from the course.

D. If you are going to be late or absent, call the participating school and arrange to make up the time. A minimum of 14 sessions are to be attended.

E. Get involved immediately. Ask what tasks you can help with, which area you can work in with the children. By the second session you are to be facilitating experiences with the children.

F. Arrive early enough to speak with the teacher about plans and goals for the day so that you do not interrupt any experiences.

G. You are to remain with the teacher and class until all the children have left and the room has been cleaned and is in order.

H. Never criticize the teacher or school. You may question procedures, programs, etc., and discuss relevant matters when children are not present.

GRADING PRACTICES:

Cooperating Teacher Evaluations	20%
Supervisor Evaluation	20%
Child Study	20%
Logs	20%
Exam	20%

RULES CONCERNING STUDENT ABSENCES. LATENESS AND RESPONSIBILITIES TO COOPERATING SCHOOL:

A. Students are required to attend all classes and are responsible for all material covered. Final grades will be affected by more than one week's absence. Promptness is expected, and two latenesses will be considered an absence. (It is unnecessary for students to call the instructor about a single absence.) Upon the third week's absence, a student will be dropped from the course.

B. Students will receive a failing grade for the following reasons:
   1. Field work schedules and procedures are not maintained.
   2. The student behaves inappropriately or unsafely in the field program.

C. Students are required to attend all days of field placement and to report to the school fifteen minutes before the program begins. Students are to follow the dress code of the school. The student will spend a minimum of 14 placement days in the school. Absences are to be made up as soon as possible. In the event of any absence from the field placement program, the student is required to contact the cooperating teacher at the start of the working day. Not doing so will result in the student being withdrawn form the course. (See guidelines for students) If you must withdraw from the course please have the courtesy to call me so that the school can be informed.

D. Student's failure to notify the cooperating teacher and college supervisor about an observation cancellation will result in a failing grade.

AUDIO-VISUAL MATERIALS TO BE USED:

A. "Learning Disabilities in Young Children" Early Recognition
B. "A Powerful Force in Education"

Office 120 - Phone 451-4299 AVAILABLE

TEXT:

Annual Editions: Early Childhood Education 89/90
Learning Things, Church, David S. Lake Publ.
Developmentally Appropriate Practice, N.A.E.Y.C.

READING ASSIGNMENTS

1. Developmentally Appropriate Practice
   a. Part 1, Part 6, Part 8
   b. Sections appropriate to your field site age group
2. Articles to be read in Annual Editions, 89/90

Article	3,	page	14	Article	33,	page	180
"	22	"	122	"	35,	"	190
"	25	"	141	"	40,	"	209
"	29	"	160	"	41,	"	212
"	31	"	168	"	42,	"	217
"	32	"	174	"	46,	"	233

TOPIC OUTLINE*

(Fifteen minutes of each class will be used to discuss students' participation at field site.)

9/	a. Course Objectives b. Field Work Assignments
9/	Observing and Recording Children's Behavior
9/	Developmental Norms and Needs of the Preschool Child (including language development)
10/2	a. Participation in the Field Experience: Student Responsibilities, Expectations, Behavior b. Health in the classroom
10/	a. Writing Behavioral Objectives b. Writing Lesson Plans
10/	Curriculum Organization and Development
10/	a. Questioning Skills for Teachers b. Listening Skills for Teachers c. Qualities of an effective teacher * d. Teacher Evaluations Due
11/	Buscaglia Tape: A Powerful Force in Edcation (Attendance Required)
11/	a. The Learning Disabled Child Film: "Early Recognition of Learning Disabilities" b. Mainstreaming * c. Child Studies due
11/21	Student Presentations of a Learning Experience
11/28	a. Parent-Teacher Conferences b. Parent Involvement

12/		a.	Student presentations
		b.	Teacher Accountability and Liability
	*	c.	Logs Due
12/10		a.	Exam
		b.	Student Presentations of a Learning Experience
	*	c.	Teacher Evaluations Due
12/17		a.	The Disadvantaged Experience
		b.	Evaluation of Course
	*	c.	Time/Teaching record Sheets Due

* Indicates written assignment due

CHILD OBSERVATION ASSIGNMENTS

Select a child (the name of the child, teacher or program are not to be used) about whose activities you will report. Describe the method used in your observation for each assignment. For example:

- a. Did you simply observe?
- b. Did you ask a set of questions?
- c. Did you present a special task?
  Include what equipment, if any, was used.

Give detailed, specific examples for each assignment!
A total of 8 observations are to be written. Assignment 1 must be completed (first) as must assignments 12 and 13 (last). Assignment can be adapted to you/your child's specific needs.

ASSIGNMENTS:

1. a. Give a word picture of the child including such things as: physical appearance, peer relationships, and background information the school feels free to give you (siblings, family members at home, etc.).

   b. Indicate your special reason for selecting this particular child. Tell how and what you hope to learn through this experience.

2. Describe 2 observations in which the child seems to evidence confidence or lack of confidence. Be specific, giving details for each situation.

3. Record the child's behavior during several different routines. What is the stimulus for the activity? Did the teacher ask the whole class or the child individually to do something (get dressed, clean up, etc.)? What seems to be the child's reactions? What does the child do immediately after (does he try to show what he has done, does he sit and walk, etc.)?

4. Observe and record the child's use of small muscle materials. How does the child come to use the material (teacher-suggested, group procedure, etc.)? Include the nearby significant people and activities. Give, in detail, 3 descriptions of specific play patterns of the child when using small equipment such as paints, puzzles, table construction toys, etc.

5. Same as the above only this time give in full detail 3 descriptions of specific play patterns using large muscle

equipment such as large blocks, climbing toys, riding toys. Discuss child's use of imagination during these observations. Does the child use both kinds of equipment (see previous assignment) in the same way (aggressively, confidently)?

6. Record 2 or 3 observations of the child's contact with adults. Who makes the contact? What is the reason the contact was made? Try to quote the dialogue as it occurred and include the sequence of events. How frequently does the child make contact with the adult and in what situations? Is there a special quality to the child's contacts with adults (whining, clinging, tattling, warmhearted, hostile, etc,)?

7. Record how the child reacts to teacher participation when the teacher is the giving (offers affection, help or suggestions) person. How does the child react to teacher participation when the teacher is a controlling, inhibiting person, curtailing the child's actions and feelings? How does the child react to sharing the adult? Discuss and describe each type of contact in your observation.

8. Does the child whom you are observing show noteworthy fear or courage in any situation. Describe specific situations and the child's reactions to these. In what ways did the adult's presence seem to help or hinder the child's growth in his ability to handle future situations.

9. Record the child's behavior while interacting with peers. Write your observation of 3 specific interactions including such information as: Who approached whom? How did the child do it, friendly, frightened, bold or demanding? What did the child say? How did the other child respond? What happens next? What roles or positions did the child take - bossy, coaxing, silent, cooperative?

10. You have been observing a specific child for several weeks. Do you have any ideas that have come to you as you have seen this child greeted by his parents, or as he has talked with you or other children and adults, that help you to better understand why this child feels as he does about the other people in his world? How do you think he feels about himself? Why? Give supporting evidence.

11. Discuss some of the important limits that have been set by the school in which you are observing. In what way do you feel that these limits help the child to accept freedom with responsibility? How do these limits help the child grow towards self-discipline? How did the child whom you observe accept or reject these limits?

12. What do you consider to be the special strengths in the environment of this child? Have you any suggestions for further meeting the child's needs in the future?

13. Your Own Growth - What has this small child taught you?

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

EARLY CHILDHOOD PROGRAM
ED 33: INSTRUCTING THE PRESCHOOL CHILD

TERM PROJECT

The following assignments, listed by topic, deal with issues covered in ED 33. Responses are to be specific and relate directly to the questions/statements. The text, Developmentally Appropriate Practice, is to be cited with page reference.

TOPIC	
Participation in field work	Discuss/describe your initial field work experience, including the introduction, your class assignment, responses by staff and your own reaction and thoughts.
Teachers roles	What role does the teacher play in the room? Does the teacher teach continuously, is he/she a "leader," a facilitator, or an observer/follower? Explain and describe your choice.
Curriculum	Is the room you are working in appropriately equipped to encourage each child's involvement? Discuss the rationale of the layout, space and material availability in terms of the developmental needs of the children attending the program.
Lesson Plans & Behavioral Objectives	You have been observing teacher facilitated experiences in the classroom. Ask your cooperating teacher if you may peruse his/her written plans. Evaluate the effectiveness of these plans. Are they explicit? Are there specific behavioral objectives? Does the teacher evaluate each experience? How? What would you add to, change or develop in these plans? Why?
Buscaglia	What did you experience immediately following the Buscaglisa tape? Have you re-evaluated or changed your goals, behavior or way of seeing things, Discuss these issues.

Teacher Effectiveness	How has your being a participant in the Early Childhood classroom enhanced the experience of the children there? Why is this so? If you do not see yourself in this way, explain why or what you are doing about it.
Supportive Scheduling	Does the philosophy of the school in which you are participating accurately describe its daily program? Why and how does the program support its philosophy (or not support it)?
Questioning Skills	Does the teacher vary the types of questions used? Which types are used most? Why do you think this is done? What suggestions or changes in questioning style would you implement? Why?
Interstaff Relationships	How do you define the role of the assistant in the classroom? How is this similar or different than the assistant's role in the class in which you are participating? Explain changes you would like to make.
Parent Involvement	How important is parent involvement at your participating school? How much or what type of parent involvement do you see as critical to an effective early childhood program. Why?
Listening Skills	Who does most of the talking during an experience? Why is it important/not important for children to talk? Does the teacher listen? How do you know?
Student Presentations	What did you learn form the student presentations? How will you use this information.
Mainstreaming	Are there any children being mainstreamed in the program? How are these children integrated into the program? Are there special programs for these children?
Self-Evaluation	What have you learned about yourself for this field work experience?

LR/jm/at

ed-33
D. 9 (at)

SUFFOLK COUNTY COMMUNITY COLLEGE
EARLY CHILDHOOD PROGRAM

Student's Name________________________________ Date__________

Cooperating Teacher____

Center__________________________ Age Range_____ Class NE__________

ACTIVITY PLAN

Theme of the Activity:____

1. Concepts to be introduced:__________________________________

____

2. BEHAVIORAL OBJECTIVES :

____

3. Materials:____

____

4. Procedure: (Include introduction/motivation and activities)--

____

____

____

5. Evaluation (refer to behavioral objectives):

____

____

____

____

DH/jm/at
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disc. #9

Date____
Cooperating Teacher's Signature____________________
Participating School______________________________

NE33: STUDENT'S TEACHING RECORD

Students's Name______________________________

	DATE	CURRICULUM AREA	CONCEPT (T/S)	BEHAVIORAL OBJECTIVE
1				
2				
3				
4				
5				
6				
7				

APPENDIX K, PAGE 13b PART 2, SECTION II

	DATE	CURRICULUM AREA	CONCEPT (T/S)	BEHAVIORAL OBJECTIVE
8				
9				
10				
11				
12				
13				
14				

Part 2, Section 12

Suffolk County Community College
Creative Activities:

ED 35,
Spring, 1990

Music
Beth Forrester
Judy Levine

Objectives of the course:
During the semester, the student will:
1. Develop a personal philosophy of musical instruction that
    a. emphasizes individual children's differences and creativity,.
    b. recognizes the pleasures of singing,
    c. uses music throughout the day in whole group, small group, and individual times, both in planned and spontaneous situations;
    d. uses music in an interdisciplinary way to enhance learning;
2. Demonstrate an understanding of children's stages of musical development, and be able to implement appropriate activities;
3. Participate in all singing, instrumental, movement, rhythmic, and dramatic activities presented in the class, including:
    a. singing original songs, using traditional and own melodies;
    b. clapping rhythmic patterns, and playing rhythm games;
    c. reading music notation;
    d...playing simple tunes on the keyboard;
    e. sounding out known tunes by ear
4. Teach songs and movement activities to the class using methods that are appropriate to use with young children;
5. Design a classroom music interest center that includes appropriate furniture, a.v. equipment, lists of recordings, reference books, and musical instruments;
6. Make a musical resource file, including:
    a. listening box
    b. prop box
    c. homemade musical instruments
    d. music and rhythm games file
    e. other related materials, including flannel apron, singing people, glove puppets
    f. collect various songs, including song plays, transition songs, "fun" songs, fingerplays, hello-goodbye songs, foreign language songs.

Procedures for accomplishing these objectives:
1. Reading assignments and class discussions
2. Lectures
3. Homework
4. Videos and recordings
5. Making selected materials
6. Singing and making music in class
7. Student Presentations

Part 2, Section 12

Student requirements for completing the course:

The student will:

1. read assigned chapters in textbooks;
2. bring in assigned homework to share with class;
2. be responsible for periodic quizzes;
3. be responsible for making any materials assigned in class;
4. acquire a keyboard in order to participate in classroom work;
5. duplicate specific materials for the whole class;
6. be an active participant in class;
7. play a short tune on the keyboard, with a basic understanding of rhythm;
8. assemble a complete resource file, including all material made and discussed in class;
9. complete the final project.

Grading Practices:

Participation, attendance, and quizzes	25%
Homework assignments	30%
Resource file of music materials	15%
Final project	20%
Philosophy paper written in class at final meeting	10%

Rules Concerning Lateness and Absence:

Students are required to attend all classes. Final grades will be affected by more than one week's absence. Promptness is expected, and two latenesses will be considered an absence. Twice leaving the class early will also be considered an absence. Upon the third weeks' absence, the student will automatically be dropped from the course.

Assignments/Requirements

Students are responsible for submitting/presenting completed work on the date assigned. Late assignments will not be accepted and will receive a zero grade unless prior approval by the instructor has been given. The final project must be typed and proofread, and grades will be affected by writing proficiency. All other work must be neatly and carefully hand written or made.

Students are responsible for all information presented or made during class. Please note the phone number of a classmate whom you may call should you be ill.

Textbooks

Experiences in Music for Young Children, by M.C. Weller Pugmire, Delmar Pub. 1977.

Think of something Quiet, by Clare Cherry, Pub. Pitman Learning, 1981.

Part 2, Section 12

Week #	Topics to be Discussed	Homework Due **Next** Week
Week 1	Introduce self and each other; Course requirements and objectives; Finding songs, etc., in libraries; Music and rhythm games.	Read Pugmire Ch. 2,3,13 Prepare a song play to teach to class for next week. Write it twice, on two 4" x 6" cards. Bring 4" x 6"card file and many blank 4" x 6" cards.

Henceforth, "preparing" a song means finding it, writing it down twice (once to keep and once to hand in) and getting it ready to teach to your peers for the following week. Each week, bring your card file and blank cards.

Week #	Topics to be Discussed	Homework Due Next Week
Week 2	Overview of music in early childhood; Video of Ella Jenkins, --"Learning Can Be Fun."; Flannel board songs.	Read Pugmire Ch 5 Read "Characteristics" sheet Bring felt apron material Prepare a flannel board song
Week 3	Individual Differences Music Prop Box	Read Pugmire Ch. 7 Bring in item for prop box + song you relate to the item + material to make prop box.
Week 4	Spontaneous Music "fun" songs	Read Pugmire Ch. 10 and Cherry Ch. 2 Prepare "fun" song Bring materials for making singing people.
Week 5	Listening Activities Communicating with children Listening Boxes	Read Pugmire Ch 22 Bring sound shaker material Bring item for listening box. Write a poem about a nursery activity to rhythm 1
Week 6	Listening Write own words to known tune: transition songs	Read Pugmire Ch 4 Prepare a transition song Do rhythm 2. Read Gesell sheet + choose four songs at each developmental level.

Part 2, Section 12

Henceforth, bring keyboard to class every week

Week 7	Developmentally appropriate song list	Read Cherry Ch.1 and 3 Bring a hello-good-bye song. Bring kazoo-comb material
Week 8	mood +wholesome environments Foreign Language Songs	Read Pugmire Ch. 11,12,+ 14 Prepare a foreign lang. song; Bring scarf for movement; Bring flip book materials
Week 9	Movement and creativity flip books; Commercial recordings	Read Pugmire Ch. 9 and 16 Bring recording.
Week 10	Records Hello-Goodbye songs Mother Goose rhymes & songs	Read Pugmire Ch. 20 Bring glove puppet material Prepare mother goose song.
Week 11	Music appreciation Toddler songs/movements fingerplays	Read Pugmire Ch. 8 and Cherry Ch 4 & 5 Bring a fingerplay Find and play a simple song
Week 12	Music Interest Centers Rest time Making musical instruments	Read Cherry Ch 6-8 Prepare a song-picture book. Make instrument at home + bring material for another **Completed resource file checked next week**
week 13	Music throughout the curriculum: Integrating the curriculum Stress reduction Rhythm instruments	**Final project due next week.** Bring material to make another instrument
Week 14	Presentations of final project	
Week 15	Final paper to write.in class	

Part 2, Section 12

Questionnaire for NE 35

Name:

Daytime phone numbers:

Night number/s

Address

Previous courses taken at college in the education field with which teachers?

Previous music experience:

What instrument do you play?

Do you have access to a piano or a keyboard?

What experiences have you had with young children?

What do you hope to get out of this course?

What does music mean to you?

What school experience have you had with music that was positive?

What school experience have you had with music that was negative?

Who is your favorite singing group?

Is English your first language?

Do you have any learning disabilities that you want me to know about?

EARLY CHILDHOOD PROGRAM - COURSE OUTLINE
SPRING, 1990

ED 44: THE CHILD AND HIS/HER WORLD D. Hochman, Instructor

FIELD PLACEMENT INFORMATION FOR STUDENTS

During the first ED33 or ED44 class meeting, students will be assigned by their instructors to field placements in College affiliated Early Childhood Programs located throughout Suffolk county. At this time, field times will be determined according to the instructor's teaching schedule.

I. OBJECTIVES:

A. The student will identify and describe patterns of physical, social, emotional and cognitive development in children.

B. The student will describe the effect of teacher attitudes and expectations on children's self-esteem, behavior and room atmosphere.

C. The student will demonstrate the ability to work with the cooperating teacher in a professional capacity sharing and performing those classroom responsibilities assigned.

D. The student will demonstrate skill in planning and facilitating developmentally appropriate experiences for individual and groups of children. Experiences are to be designed to enhance and support intellectual, social, emotional and physical development.

E. The student will identify and discuss appropriate methods of encouraging self-discipline.

F. The student will discuss attitude changes and growth and development.

II. PROCEDURES FOR ACCOMPLISHING THESE OBJECTIVES:
Classroom Discussions, Lectures, Presentations, Audio-Visual materials.

III. ASSESSMENT FOR MEETING OBJECTIVES:

A. Students will maintain a log for ten weeks of the field experience. The log is to relate material covered both in class and in Developmentally Appropriate Practice (text) to procedures and approaches used in your field experience. Papers are to address the issues of how a particular situation was handled by the student or cooperating teacher, why it was done this way and how the student might change or improve upon the method used. Logs are to be titled, dated (one for each week), specific, detailed, perceptive and self-evaluative. All ten logs are due the 11th week of class. Specific assignments for logs are attached.

B. Students will develop, plan and lead or facilitate a minimum of one experience each week at their field program (more if the cooperating teacher and time permit). Approval for each experience from the cooperating teacher is required. Learning/curriculum areas are to be rotated among the following: art (2), science (2), language arts (2), math (2), social studies (2), music (2) and two in any area of your choosing. Complete lesson plans and evaluations are to be written. Two copies are to be made, with on to be given to the cooperating teacher before the lesson. Five lessons each are to be compiled in a folder and submitted on the 7th and 13th classes. (Students are responsible for material preparation and are to check that the needed supplies are available).

PLEASE NOTE: The above are minimum requirements. Cooperating teachers can individualize these requirements and allow you to present more than one original plan each week. This does not include your presenting or assisting with teacher planned activities, which are considered basic to the field work experience.

C. Students are to create a learning game or some educational material which is to be given to the field work program.

D. Students are to read the following articles (all are in the text): 19, 23, 24, 26, 27, 28, 30, 34, 43, 44. A test covering the material will be given May 7, 1990.

E. Students will present a complete learning experience to class, bringing materials used and identifying the developmental criteria for selecting the activity for a particular group or child.

F. Students will be evaluated twice, in writing, by the cooperating teacher during the semester. Students are responsible for the submission of these evaluations and are to ask their cooperating teachers to please return the completed forms to the student in the envelope provided. (They are due on the 7th and 13th class sessions.) Students are to discuss the evaluations with the cooperating teacher.

G. Students will be observed and evaluated by the College instructor at the field work site. The student is expected to prepare and present an appropriate learning experience for the children in the program. A follow-up conference is required as part of the evaluation process. A written plan is to be submitted to the college supervisor at the time of the observation. The conference will be held immediately following the observation. Students are required to contact both the College and cooperating teachers if an observation must be canceled. Lack of doing so will result in a failing grade.

H. Assignments

Students are responsible for submitting/presenting completed work on the date assigned. Late assignments will not be accepted and will receive an 0 grade unless prior approval by the instructor has been given.

All work must be typed and carefully proofread. Grades will be affected by writing proficiency, including spelling, grammar, usage and punctuation. Unacceptable writing will result in a failing grade.

Students are responsible for all assignments and information presented during lectures. Please note the phone number of a classmate (or two) whom you may call should you be ill.

________________ (name)   ________ (phone)

________________ (name)   ________ (phone)

IV. GRADING PRACTICE:

Class Participation:	Contributions, demonstrations,	5%
Evaluations:	Cooperating Teacher	20%
	College Supervisor	20%
Exam		15%
Logs		20%
Lesson Plans		20%

V. RULES CONCERNING STUDENT ABSENCE, LATENESS AND RESPONSIBILITIES:

1. Students are required to attend all classes and are responsible for all material covered. Final grades will be affected by more than one week's absence. Promptness is expected, and two latenesses will be considered an absence. (It is unnecessary for students to call the instructor about a single absence.) Upon the third week's absence, a student will be dropped from the course. Students will receive a failing grade if any field work schedules or procedures are not followed. Students will maintain an attendance record, to be signed by the cooperating teacher and submitted to the instructor at the last class.

2. Students are required to attend all days of field

placement and to report to the school at least fifteen minutes before the program begins. Students are to follow the dress code of the school. The student will spend a minimum of 14 placement days in the school. Absences are to be made up as soon as possible. In the event of any absence form the field placement program the student is required to contact the cooperating teacher at the start of the working day. (See Guidelines for Students.) If you must withdraw from the course, please have the courtesy to call me so that the school will be informed.

3. Students are expected to behave professionally and not discuss field site matters outside the classroom. Students are required to notify their instructor if an observation must be canceled. Lack of adherence to this procedure will result in a failing grade.

VI. FIELD SITE INCIDENT PROCEDURES:

An incident is defined as any act, whether by action or negligence, that results in injury while you are at a field site.

All incidents must be immediately reported to both cooperating teacher and college supervisor and documented. The college supervisor will then determine subsequent procedure. This may include one or more of the following: notification of the school nurse and parents; physician examination; documentation in department records.

Students should note in writing the following information:

1. name of child or individual
2. date, time and place of incident
3. description of incident
4. witnesses

This procedure is for your protection. Documentation is necessary and important.

VII. TEXT:

Annual Editions, Early Childhood Education: 88/89
Dushkin Publishing
Developmentally Appropriate Activities, NACYC
Learning Things, Ellen Booth Church

VIII. AUDIO-VISUAL MATERIALS:

1. Film: Cognitive Development
2. Tape: What is Essential is Invisible to the Eye

IX. OFFICE HOURS

Riverhead Building, Room 120-Available daily and by appointment.
Office phone: 451-4299 Home phone:______________

DATE	LECTURE TOPICS
1/29	A. Introduction: Organization, Requirements B. Field Placements Assigned
2/5	Adjustment to New Experiences: Response Patterns and Teacher's Role
2/12	Development of Self-concept: Growth of Self-Esteem
2/26	Piaget: Cognitive Development Task assignment
3/5	The Pygmalian Effect: The Effect of Teacher Expectations
3/12	A. Approaches to Discipline: Teacher Effectiveness B. Lying and the Young Child
3/19	A. Sexual Stereotyping the Preschool Classroom * B. Lesson Plans and Teacher Evaluations Due
3/26	* A. Student Presentation of a Learning Experience B. Transfer, licensing, NTE information
4/2	A. Creativity B. Individualizing the Learning Experience
4/18	A. Divorce and the Young Child B. Death and the Young Child.

Part 2, Section 13

4/23		A.	Buscaglia Talk (Attendance is required for this class).
	*	B.	Logs due
4/30			Student Presentation of Learning Experience
4/7		A.	Employment: Interviews, Resumes, Opportunities
	*	B.	Lesson Plans and Teacher Evaluations Due
	*	C.	Exam
4/14		A.	Self-Evaluation for Teachers
	*	B.	Time sheets to be submitted

*INDICATES ASSIGNMENT DUE

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NE44SPR
DISC #5

ED33 - LOG ASSIGNMENT

1. USING DEVELOPMENTALLY APPROPRIATE PRACTICE, list and quote (cite page) 1 positive practice observed in your field site program. Discuss the practice fully, explaining why it is developmentally appropriate.

2. USING DEVELOPMENTALLY APPROPRIATE PRACTICE, list and quote (cite page) 1 negative practice observed in your field site program. Discuss the practice fully, explaining why it is not developmentally appropriate.

3&4 State and describe one negative incident or interaction that has occurred at your field program and was dealt with appropriately by the cooperating teacher. Discuss the handling and the outcome, and any change you would have made.

5&6 State and describe one positive incident or interaction that has occurred at your field program and was dealt with appropriately by the cooperating teacher. Discuss the handling and the outcome, and any change you would have made.

7&8 Select 2 components from the D.A.P. (state them, give pages) text and describe and discuss how your field program has incorporated these components into developmentally appropriate curriculum procedures.

9 Up-date on child study (only for students working in the same program): Discuss and describe changes and growth observed in your "child study child." Refer to your original study and be specific when making comparative statements. Evaluate your own growth and how your observation/teaching skills have influenced your perceptions both then and now.

10 Discuss 3 specific areas of personal growth or change in regard to teaching or self-knowledge. Specify if these changes were the result of observed practices, self-awareness or information acquired through coursework. Describe the changes; be specific and give details.

ed33-ta/d.9

Part 2, Section 13

SUFFOLK COUNTY COMMUNITY COLLEGE
HEALTH-CAREERS DEPARTMENT

Course: ED33, ED44

Instructor: Darlene Hochman

GUIDELINES AND INSTRUCTIONS FOR THE CHILD STUDY, TERM PROJECT OR LOG ASSIGNMENT

1. Is the main idea or purpose clearly stated?

2. Is support presented for your observations, comments or ideas? Are specific examples and details given?

3. Are conclusions drawn after giving supportive information?

4. Is adequate descriptive information clearly stated and well-written?

6. Grading will involve the quality of your work. Be certain to thoroughly proofread your paper. Be concise and grammatically correct.

7. Each topic or child study should be at least one double-spaced typed page in length. Be certain to label and date each page.

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Part 2, Section 13

EARLY CHILDHOOD PROGRAM

REQUIREMENTS FOR ORAL PRESENTATION OF A LEARNING ACTIVITY

1. Each student will select a particular content/curriculum area for this presentation by the fourth class session.

2. The activity or experience must have been presented to the target group prior to the seminar presentation.

3. A complete, thoroughly developed, typed activity plan must be submitted to the instructor at the time of the presentation.

4. Materials created by you and used for the activity are to be shown and demonstrated.

5. Presentation itself:

    1. Describe group and program with which you are involved.

    2. Give background and rationale for developing and using this particular experience, stating behavioral objectives and expected outcomes.

    3. Present the complete experience as you did with the children.

    4. Discuss your evaluation of the activity as presented to the children based on the questions given in your outline.

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Part 2, Section 13

SUFFOLK COUNTY COMMUNITY COLLEGE
EARLY CHILDHOOD PROGRAM

Students Name:________________________ Date:____________________

Cooperating Teacher:____

Center:_________________________ Age Range_________ Class ED:_____

ACTIVITY PLAN

Theme of the Activity:____

1. Concepts to be introduced:__________________________________

2. Behavioral Objectives:______________________________________

3. Materials:____

4. Procedure: (Include introduction/motivation and activities)

5. Evaluation (refer to behavioral objectives):_________________

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DISC #5

SUFFOLK COUNTY COMMUNITY COLLEGE
EARLY CHILDHOOD PROGRAM

Evaluation of Activity Plan

ED 33

Answer the following questions concerning the plan:

1. Did the behavior of the children indicate that your activity was successful? Explain. (Refer to your behavioral objectives)

2. Why did your activity go over this way? Consider such factors as: (1) the way you motivated the children, (2) the appropriateness of the activity for meeting the needs and interests of the children, (3) which children responded to your plan and why, (4) the amount of material available for children to use.)

3. How could my activity be improved next time?

4. What competencies of mine influenced the success of my activity?

5. What competencies do I need to develop?

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Part 2, Section 13

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS
EARLY CHILDHOOD PROGRAM

FIELD WORK ASSIGNMENT ATTENDANCE RECORD

INSTRUCTOR:____________________ COURSES: ED 33 & 44

STUDENTS NAME: ____________________ TERM:________________

PARTICIPATING SCHOOL:________________ ED: ________________

DAY & DATE	TIME OF ARRIVAL	TIME OF DEPARTURE

Upon completion of field work assignment, please have your cooperating teacher sign this sheet.

____________________ ________________
Cooperating Teacher Date

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Part 2, Section 13

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS
EARLY CHILDHOOD PROGRAM

FIELD WORK ASSIGNMENT ATTENDANCE RECORD

INSTRUCTOR: ______________________ COURSES: ED 33 & 44

STUDENT'S NAME: ______________________ TERM: ______________________

PARTICIPATING SCHOOL: ______________________ ED: ______________________

____

____

DAY & DATE	TIME OF ARRIVAL	TIME OF DEPARTURE

Upon completion of field work assignment, please have your cooperating teacher sign this sheet.

______________________ Cooperating Teacher

______________________ Date

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PART 2, SECTION 14

SUFFOLK COUNTY COMMUNITY COLLEGE
EARLY CHILDHOOD PROGRAM

ED45 Children's Literature Dorothy Schroeder, Instructor
Spring, 1990 Section 5958 Th. 6:30-9:30 Alpha 5

COURSE OBJECTIVES

1. The student will read and evaluate literature that has been written specifically for the young child.
2. The student will discuss, analyze and formulate criteria for selecting literature appropriate for young children.
3. The student will compare, review and select literature for young children designed to deal with their emotional needs and special situations.
4. The student will develop ideas and integrate children's literature into all aspects of the early childhood curriculum.
5. The student will use various techniques to present literature in the classroom including story reading, story telling, dramatization,puppetry, flannel board, etc.

PROCEDURES FOR ACCOMPLISHING OBJECTIVES

Readings, Class Discussions. Library Visits, Presentations

STUDENT REQUIREMENTS

1. Completion of readings and assignments as listed in the Course Outline in a timely manner.
2. The student will read one book to the class.
3. The student will tell one story to the class using props, puppets or flannel board.
4. The student will make a book to be used in an early childhood classroom.
5. The student will compile an annotated bibliography of books to be used in an early childhood classroom.
6. The student will submit plans for stimulating the interest of children in a particular topic by planning a library display,and follow-up activities suggested by the books selected for inclusion in the library area.
7. The Student will visit and report on the children's section of the Middle Country Library.

PART 2, SECTION 14

RULES CONCERNING ABSENCES, LATE ASSIGNMENTS AND WRITTEN WORK

* Students are expected to attend ALL classes. Students who miss 2 classes will receive one grade lower than their average. Students who miss 3 or more classes will be dropped from the class.

* All assignments are to be submitted on the date due. Late assignments will receive one grade lower for each week they are late. ASSIGNMENTS THAT ARE MORE THAN TWO WEEKS LATE WILL NOT BE MARKED AND WILL RECEIVE A GRADE OF "F".

* All written assignments are to be typed and proofed before being submitted. The grade of a written assignment will be based on the content of the report as well as grammar, spelling and English usage.

* ALL ASSIGNMENTS MUST BE HANDED IN TO RECEIVE A GRADE FOR THE COURSE. Any missing assignments will result in an INC.

TEXT

Using Literature With Young Children,
Betty Coody, W.C. Brown Co.

GRADING PROCEDURES

Class participation	20%
Annotated Bibliography	10%
Story Telling	10%
Book Reading	10%
Library Visit	10%
Student made book	20%
Classroom Library	20%

OFFICE HOURS

The Instructor will be available for meeting with students before and after scheduled classes. In addition, students are encouraged to call the instructor at home to discuss any questions or problems pertaining to the class or assignments.

Home phone: 586-6163

Work phone: 878-4500

WRITTEN ASSIGNMENTS

LIBRARY VISIT REPORT: DUE MAR. 29

Each student will participate in the class session held in the Children"s Section of the Middle Country Library on Mar. 22. Following the library tour, the student will fill out a reaction questionnaire which will be due on Mar. 29. Alternate assignments will be available for students who make arrangements in advance with the instructor.

HOME-MADE BOOK: DUE APR. 5

Each student will create a book using one of the several techniques demonstrated in class. The book must fulfill all of the criteria for book selection developed in the class. The book must be sturdy enough to be used in a pre-school classroom. The content of the book will reflect one of the types of books discussed in class.

ANNOTATED BIBLIOGRAPHY: DUE APR. 26

Using large index cards, the student will compile a record of the books discussed in class, and the books that the student has found in the library. Each week the student will bring in cards for the books indicated on the course outline. In addition, the student will bring blank cards to class to record information about the books demonstrated in class. The cards are to be categorized and dividers used to separate each category. The following is the format to be used on the cards:

~~book type: age or grade:~~

TITLE:
AUTHOR: ILLUSTRATOR:
Publisher:
Annotation

There should be at least 8 books for each of the following categories:

1. Folk Tales, Mother Goose, Myths.
2. A,B,C, or 1,2,3 or concepts
3. Animals
4. Machines
6. Participation
7. Non-Fiction, information
8. Children in crisis
9. Easy to read

PART 2, SECTION 14

Written Assignments, continued

PLANS FOR A CLASSROOM LIBRARY: DUE APR. 19

This assignment includes written work and classroom demonstration.

WRITTEN:

The student will select a topic that is appropriate for study in an early childhood classroom. The student will list at least five concepts to be developed for this topic. The student will select five books to be included in a classroom library pertaining to this topic. For each book the student will prepare an annotated index card which will include a statement as to why this particular book was selected, and which of the concepts it will help to develop.

The student will submit a written activity plan for the chosen follow-up activity.

DEMONSTRATION:

On the night assigned, the student will bring in to class a library display that will stimulate a child's curiosity about this topic. The display may include a bulletin board, pictures, props, etc. as well as the five books the student has selected. You will present one of your books and lead the class in a follow-up activity related to this topic. This activity must be appropriate for an early childhood classroom and may include art, cooking, music, dramatic play or other activity which will enhance the child's understanding of the topic.

PART 2, SECTION 14

APPENDIX N, PAGE 5

WEEKLY OUTLINE OF TOPICS AND ASSIGNMENTS

Feb. 1	Introductions, Course Requirements Criteria for selecting literature Whole Language Approach	Coody, Cpt. 1
Feb. 8	Fables, Folk tales, Fairy Tales and Mother Goose Telling stories Reading Stories	Coody, Cpt.2 Bring in two collections of Fairy tales, etc.
Feb. 15	A,B,C Books, Counting Books, Concept Books How to make a book	Bring in one A,B,C and Counting B
Feb. 22	Picture books, Caldecott Award Winners	Coody, p.223 Bring in 2 Caldecott award winners
Mar. 1	Animal Stories Making and using puppets	Bring in one book of real animals, and one of imaginary animals
Mar. 8	Books about Machines Flannel Boards, using them and making them	Bring in one real machine book and one imaginary machine boc
Mar. 15	Humorous books,Just For the Fun of It Dramatizing Stories	Select any book and one prop for that stc Coody, Cpt. 3
Mar. 22	Class will meet at the Middle Country Library	
Mar. 29	Participation books Art Activities	Coody, Cpt. 6 * Library Report Due
Apr. 5	Informational Books Holidays and other cultures Cooking Activities	Coody, Cpt. 7&8 Bring in 2 books about other cultures or languages * HOMEMADE BOOK DUE
Apr. 12	CLASS: HAPPY PASSOVER HAPPY EASTER	
Apr. 19	Easy to Read Books Language Arts experiences Family	Coody, Cpt. 5 + 9 Bring in 2 "E" books *
Apr. 26	Poetry, Parent Involvement	Coody, Cpt. 4 & 10 *
May 3	Student demonstrations	
	Student demonstrations last class	

O PART 2, SECTION 15

APPENDIX O, Page 1

Suffolk County Community College

COLLEGE ADMINISTRATIVE OFFICES (516) 451-4110

533 COLLEGE ROAD, SELDEN, NEW YORK 11784-2899

December 13, 1988

SAMPLE

Dear Ms. [redacted]:

This letter is to confirm the intention of Suffolk Community College, Early Childhood Program, and [redacted] to develop a cooperative arrangement in the placement of college students for selective field experience related to the curriculum in Early Childhood Education.

The curriculum in Early Childhood Education is a two-year program designed to prepare individuals for positions as assistants in day care centers, public schools, private nursery schools, and various community agencies. Graduates may also transfer to four-year colleges to pursue the Baccalaureate Degree toward teacher certification.

The following is an outline of understanding and responsibilities for the faculty of the College and the field work site supervisor and his/her staff. The College will assume responsibility for the following:

1. Planning and implementation of the educational program. Selection, promotion and graduation of the students. Guidance and counseling of students. Planning, with the cooperation of the designated site supervisor, the students' assignments and experience relevant to the educational program. Developing with the designated site supervisor, a planned schedule of students' assignments.

2. The College faculty will keep all records and reports on the students' field work experience and will consult with the designated field work site Supervisor in developing an evaluation of the students' field work experience.

3. The faculty at the College will remove any student from the agency in the event of any question of acceptability to the situation to which the student is assigned.

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The field work site supervisor and his/her staff will assume the following responsibilities:

1. An individual will be designated by the site supervisor to coordinate the educational experience with the College faculty member.

2. The school assures that students will be accepted and given assignments and otherwise treated without regard to sex, race, color, national origin, or handicap.

3. The appointed staff member, preferably the field work site supervisor, will provide an informal progress report during the assigned term and complete the behavioral guide at the end of the assigned period.

It is further understood by both parties, that the students in the Early Childhood Program are covered by accident insurance provided through the Community College Association which provides coverage for any personal accidental injury (see attached) sustained throughout the academic semester and by liability insurance which provides coverage for acts of negligence.

This agreement may be terminated by either party upon due notice at the end of any term or by mutual agreement at any other time.

Officer of the Agency
President of the College

Date
Date

Attachment

NAME ____________________ SOCIAL SECURITY NUMBER ____________________

ADDRESS ____________________ TELEPHONE # ____________________

SUFFOLK COUNTY COMMUNITY COLLEGE
NURSING AND HEALTH CAREERS PHYSICIAN'S CERTIFICATE

Nursing and Health Career Students are required to have the following PHYSICIAN'S CERTIFICATE completed and IMMUNIZATIONS up to date for admission into the program.

A. Tetanus-Diphtheria Booster (within ten years) Date ________

B. Tuberculin Test (within one year) Date ________

	CONTRACTED DISEASE	OR IMMUNIZATION
C. Measles	________ DATE	________ DATE
D. Mumps	________ DATE	________ DATE
E. Rubella	________ DATE	________ DATE

PHYSICAL EXAMINATION

Height ________ Weight ________ Skin ________ Ears R ________ L ________ Lymph Nodes ________
Vision R ________ L ________ (with glasses) R ________ L ________ (without glasses) Nose ________
Mouth ________ Teeth ________ Throat ________ Thyroid ________ Lungs ________ Blood Pressure ________
Heart ________ Abdomen ________ Hernia ________ Neurological Exam ________
Extremities ________ Spine ________
Genitalia: Male ________ Female ________ (menstrual difficulties)
Emotional Evaluation ________ Previous Psychiatric Treatment ________

____
Date

____
Telephone

____
Medical Doctor

____
Address

____
City State Zip

APPENDIX O, PAGE 3

PART 2, SECTION 15

SCCC# 208
1/79

PART 2, SECTION 16

P

APPENDIX P, PAGE 1

EARLY CHILDHOOD — A.A.S. DEGREE

H[illegible]is Code — 5503

[illegible]merman—Western—Eastern 330-1

This curriculum is designed primarily to meet the needs of persons who are now working or wish to work with pre-school children. Graduates will be qualified for positions as directors, head teachers or assistants in day care centers, assistants in public or private schools, and in other forms of Early Childhood programs. Graduates are able to transfer to four-year colleges to pursue the baccalaureate degree for teacher certification. Classroom instruction will be supplemented either by observations or field work in nursery schools and other programs serving young children.

The Early Childhood program offers courses both day and evening. Students should check both day and evening schedules at each campus for courses offered each semester.

Students who have enrolled as Early Childhood (Curriculum Code 330) majors must achieve a minimum grade of C in each Early Childhood course in order to continue on to the next course in the Early Childhood sequence and to qualify for graduation. Students will be permitted to repeat a course only once.

ADMISSION TO PROGRAM

Admission to the program will be limited to the number of field placements available. Field work courses require that students travel to a wide variety of early childhood programs throughout Suffolk County.

For applicants coming directly from high school, minimum requirements for consideration are a composite score of 15 on the A.C.T. (American College Test) and a G.P.A. of 75.

Applicants who are continuing, part-time or returning students would have to attain a 2.75 average after completing ED11, E[illegible] PC11, and SO11 to be considered for admission. Students entering the college during the spring should take EP22 in place of SO11.

ED11 and ED22 are open to all students and can be taken as electives.

In addition to college health requirements, all Early Childhood students, full and part-time, must meet the health requirements of the Health Careers Department.

FIRST SEMESTER	Lec.	Lab.	Cr.
CS15: Freshman Seminar	1	–	1
* EG11: Standard Freshman Composition	3	–	3
** ED11: Foundations of Early Childhood Education	3	–	3
PC11: Introduction to Psychology I	3	–	3
SO11: Introduction to Sociology	3	–	3
HC44: Group Dynamics	3	–	3
Physical Education (Ammerman only)	–	2	1
	16	2	17

SECOND SEMESTER	Lec.	Lab.	Cr.
English Elective	3	–	3
** ED22: Early Childhood Activities	3	–	3
PC60: Developmental Psychology	3	–	3
ED25: Creative Activities: Art	3	–	3
HC11: Health Concepts	3	–	3
Physical Education (Ammerman only)	–	2	1
	15	2	16

(Continued on next page)

EARLY CHILDHOOD— A.A.S. DEGREE (Continued)

THIRD SEMESTER	Lec.	Lab.	Cr.
ED33: Instructing the Preschool Child	3	3	3
ED35: Creative Activities: Music	3	–	3
CO11: Oral Communication	3	–	3
Science or Mathematics Elective	3-4	0-3	3-4
*** Elective (1 course)	3	–	3
	15-16	3-6	15-16

FOURTH SEMESTER	Lec.	Lab.	Cr.
ED44: The Child and His/Her World	2	6	4
ED45: Creative Activities: Literature	3	–	3
SO33: Marriage and the Family	3	–	3
Science or Mathematics Elective	3-4	0-3	3-4
Elective (1 course)	3	–	3
	14-15	6-9	16-17

TOTAL CREDITS REQUIRED......64-66

* EG10 may be required but does not fulfill degree requirements.

** Students in the Liberal Arts and Sciences or General Studies Degrees may use these courses as unrestricted electives.

*** Students intending to work with infants and toddlers or in Day Care Centers should take ED23: "Infants and Toddlers: Programs and Care" as an elective. Interested students will be placed in infant or toddler programs to fulfill fieldwork requirements.

REQUIRED CREDIT DISTRIBUTION

Early Childhood	22 credits
English	6 credits
Social Science	12 credits
Oral Communication	3 credits
Health Careers	6 credits
Mathematics/Science	6-8 credits
Unrestricted	3 credits
Physical Education	2 credits
Freshman Seminar	1 credit

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PART 2, SECTION 16
APPENDIX P, PAGE 2

DR15 ‡ A ELECTRONIC DRAFTING *3 cr. hrs.*

Application of the drafting skills developed in DR11 to specific electronic drawings. Drawings will be developed in pencil and ink and selected drawings will be produced on the computer-assisted drafting (CAD) system. Schematic and logic diagrams, panel and chassis drawings, component boards, printed circuit boards and wiring harnesses will be introduced. (2 hrs. lecture, 3 hrs. laboratory). Prerequisite: DR11 or permission of instructor.

DR17 ‡ A ARCHITECTURAL DRAFTING I *3 cr. hrs.*

Basic residential planning, including floor plans, elevations, sections and perspective drawings. Specific topics will be selected to be produced using the computer-assisted drafting system. (2 hrs. lecture, 3 hrs. laboratory). Prerequisite: DR11 or permission of instructor.

DR18 ‡ A ARCHITECTURAL DRAFTING II *3 cr. hrs.*

Aesthetic design of simple structures. Topics will include site plans, perspective, modeling and rendering techniques, and use of the computer-assisted drafting system. (2 hrs. lecture, 2 hrs. laboratory). Prerequisiste: DR17.

DR19 ‡ A ARCHITECTURAL DRAFTING III *3 cr. hrs.*

Design of industrial and commercial structures. This includes structural steel and reinforced concrete working drawings. Utilization of computer-assisted drafting system for preparation of drawings is included. (2 hrs. lecture, 2 hrs. laboratory). Prerequisite: DR18.

DR23 ‡ A APPLIED DESCRIPTIVE GEOMETRY *2 cr. hrs.*

Practical application in descriptive geometry as required in civil and aeronautical engineering are presented. True length, slope and bearing of a line, spatial relationships of lines and planes, rotation of geometric elements. (1 hour lecture, 3 hours laboratory). Prerequisite: DR11 or permission of the instructor.

DR35 ‡ A FUNDAMENTALS OF AUTOCAD *3 cr. hrs.*

This course will train students in the use of the AUTOCAD System. Topics will include edit and inquiry commands, display controls, system libraries, attribute utilization, and customizing techniques. (2 hrs. lecture, 3 hrs. laboratory). Prerequisite: DR11 or permission of instructor. Corequisites: DR12, DR25 or DR17, or permission of instructor.

EARLY CHILDHOOD

‡ *Lab Fee*

ED11 A-W-E FOUNDATIONS OF EARLY CHILDHOOD EDUCATION *3 cr. hrs.*

An overview of early childhood education theory, history, philosophy and psychology. Current issues are also examined and critiqued. The course will include field visits to various early childhood programs. No prerequisite.

ED22 A-W-E EARLY CHILDHOOD ACTIVITIES *3 cr. hrs.*

Concepts, objectives and instructional techniques for developmentally appropriate experiences for the young child. Learning activities for all curriculum areas will be included. Field visits to early childhood programs will be required as in ED11. Prerequisite or Corequisite: ED11

ED23 A-W-E INFANTS AND TODDLERS: PROGRAMS & CARE *3 cr. hrs.*

A study of programs, curriculum and care of children aged 6 weeks through the second year who are in group care settings. Appropriate techniques for fostering the emotional, physical, social and cognitive development of the very young will be examined. Field visits to infant and toddler programs will be required as in ED11 and ED22. No prerequisite.

ED25 ‡ A-W-E CREATIVE ACTIVITIES: ART *3 cr. hrs.*

A study of the developmental levels in children's art. The means and appropriate techniques by which a child's development is fostered through a variety of media will be examined. Prerequisites or Corequisites: ED11 and PC11, or permission of instructor.

NOTE: Prior to enrolling in ED33, a student who wishes to continue in the Early Childhood Program must make a formal application with the Admissions Office and submit all required health forms.

Students who have enrolled as Early Childhood (Curriculum Code 330) majors must achieve a minimum grade of C in each Early Childhood course in order to continue on to the next course in the Early Childhood sequence and to qualify for graduation. Students will be permitted to repeat a course once only.

ED33 ‡ A-W-E INSTRUCTING THE YOUNG CHILD *3 cr. hrs.*

An examination of the role of the early childhood worker in the educational setting and in relationships with children, parents, staff and directors and other program workers. This course will foster the development of observational skills and instructional techniques. Registration in this course requires the student to purchase liability insurance through the college. (2 hrs. lecture, 3 hrs. field). Prerequisite: ED22. This course is offered only during the Fall Semester.

ED35 A-W-E CREATIVE ACTIVITIES: MUSIC *3 cr. hrs.*

A study of musical needs of young children and appropriate instructional techniques. Emphasis placed on understanding rhythms and creating and using suitable materials. Prerequisite: ED11 or permission of the instructor.

ED44 ‡ A-W-E THE CHILD AND HIS/HER WORLD *4 cr. hrs.*

A study of the young child's development of self-image and his/her perception of life, death and family roles. Registration in this course requires the student to purchase liability insurance through the college. (2 hrs. lecture, 6 hrs. field). Prerequisite: ED33. This course is offered only during the Spring Semester.

ED45 A-W-E CREATIVE ACTIVITIES: LITERATURE *3 cr. hrs.*

A survey of all forms of children's literature and developmentally appropriate presentation techniques. Prerequisite: ED11 or permission of instructor.

EARTH AND SPACE SCIENCE

‡ *Lab Fee*

NOTE: Credit will be given for either ES11 or ES21, either ES12 or ES22, either ES18 or ES19. ES courses not involving laboratory work will not satisfy the Laboratory Science requirements for any curricula.

ES11 E-W PLANETARY SCIENCE *3 cr. hrs.*

A general study of the solar system, the earth, moon and planets, dynamics and gravitation, aspects of planetary geology, planetary atmospheres and modern views on the origin of the solar system. The historical development of the study of the planets and the evolution of scientific theory will be integral parts of the course.

ES12 E-W STELLAR ASTRONOMY *3 cr. hrs.*

A general study of the nature, composition, and structure of the stars, nebulae, and galaxies. Among the phenomena examined will be stellar motion, stellar distances, variable stars, open and globular clusters, stellar evolution, black holes and neutron stars. Relativity and cosmological theories will be examined with emphasis on the dynamics and physical nature of the universe.

ES13 E LIFE IN THE UNIVERSE (ASTRONOMY) *3 cr. hrs.*

An investigation of the biological, chemical, and physical processes considered significant to the origin of life forms. Consideration of the requirements necessary for the origin of elements, molecules, stellar and planetary evolution leading to the eventual appearance of life will be an important aspect of study. The statistical probability of life in the universe will be considered. The course is designed for students who require a science elective and are not majoring in science. No prerequisite.

PART 2, SECT 17

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

EARLY CHILDHOOD PROGRAM

FOLLOW-UP SURVEY

Year of Graduation ____

1. Home Campus
   A. Selden ____
   B. Brentwood ____
   C. Riverhead ____

(If you transferred to a four year program, please go to question 6. All graduates please answer questions 9 through 14).

2. I am presently employed
   A. Full time ____
   B. Part time ____
   C. Unemployed by Choice ____
   D. Unemployed ____

3. My employment
   A. is related to studies at S.C.C.C. ____
   B. is not related to studies at S.C.C.C. ____

Type of employment: (private nursery school, day care, head start, other etc.)

____

Position or Title: ______________________________

4. Location of Employment
   A. Suffolk ____
   B. Nassau ____
   C. Other N.Y. County
   D. Out of State

5. Salary Range
   A. Less than $6,000 ____
   B. $7,000 - $11,000 ____
   C. $11,000 - $13,000 ____
   D. Over $13,000 ____

6. I have transferred to a baccalaureate program.
   A. Yes ____ B. No ____
   School ____________ Location ____________

7. Area of Study:
   A. Early Childhood ____
   B. Elementary Education ____
   C. Special Education ____
   D. Psychology ____
   E. Other ____

   Please explain "other". ______________________________
   ____

PART 2, SECT 17

8. Please indicate the total number of Associate Degree credits accepted at the baccalaureate level.
   A. All A.A.S. credits ______
   B. 50-60 credits ______
   C. 40-50 credits ______
   D. Below 40 credits ______

9. Which best describes your perception of the Early Childhood courses in preparing you for either employment or transfer to a four year school?

Extremely Helpful	Quite Helpful	Adequately Helpful	Not At All Helpful
A. ( )	B. ( )	C. ( )	D. ( )

10. Which best describes the Early Childhood field work experience?

Extremely Helpful	Quite Helpful	Adequately Helpful	Not At All Helpful
A. ( )	B. ( )	C. ( )	D. ( )

11. Has your education at Suffolk County Community College contributed positively to your personal and/or professional development?
    A. Yes ______ B. No ______

12. If you were entering college now and interested in working with young children as a profession would you select the Early Childhood Curriculum?
    A. Yes ______ D. No ______

13. Would you recommend the Early Childhood Program at Suffolk County Community College to someone else interested in pursuing a career in this field?
    A. Yes ______ B. No ______

14. Were you satisfied with the education/courses at Suffolk County Community College?
    A. Yes ______ B. No ______

The following items are optional, but your answers would be appreciated.

15. Age group at time of graduation.
    A. 20-24
    B. 25-35
    C. 35-45
    D. Over 45

16. Sex:
    A. Female ______
    B. Male ______

PART 2, SECTION 17

17. Marital Status
    A. Married _____
    B. Never Married _____
    C. Divorced _____
    D. Separated _____
    E. Widow _____

18. Present residence (County, State) ______________________________

Please feel free to make any comments ______________________________

____

____

Your name is not necessary, but you may print it here. ____________________

Thank You.

PART 2, SECTION 18

APPENDIX R

APPENDIX R

Suffolk Campus
155 Roe Boulevard
Patchogue, New York 11772-2603
(516) 654-3200

Brooklyn Campus
245 Clinton Avenue
Brooklyn, New York 11205-3688
(718) 636-6800

ST. JOSEPH'S COLLEGE
SJC
NEW YORK
Child Study
Department

October 13, 1989

Professor Darlene Hockman
Early Childhood Program Coordinator
Suffolk County Community College
Selden, New York 11784

Dear Professor Hochman:

Each year a number of Suffolk County Community College students who have completed the requirements for the Early Childhood Program transfer to St. Joseph's College to attain their B.A. in Child Study. Students opt either to work toward N-6 certification or dual certification (N-6 and Special Education). The solid background in child development and early childhood pedagogy which the Early Childhood Program provides allows students to transfer easily into either of our programs.

This same background equips Suffolk students to profit optimally from their fieldwork placement during the junior practicum in that first semester of transfer. Because of their intensive guided fieldwork in preschool placements, these students easily adapt their skills to observation and reflection in elementary school classrooms. In addition, their strong theoretical background allows them to contribute substantially to discussion in their college classrooms. They come with an especially strong understanding of the ways children learn and alternative ways in which teachers need to approach their learning.

Child Study Department faculty are pleased with the program articulation which exists between Suffolk County Community College and St. Joseph's College. It is our conviction that together we are honoring our commitment to prepare knowledgeable, insightful, skilled teachers for New York State classrooms.

Sincerely,

Ann Powers

Ann Powers
Chairperson
Child Study Department

S

APPENDIX S Part 2, Section 19

DOWLING
COLLEGE
The Personal College

OFFICE OF THE PRESIDENT

November 27, 1989

Professor Darlene Hochman
Early Childhood Program Coordinator
Suffolk County Community College
Selden, New York 11784

Dear Professor Hochman:

We at Dowling College have enjoyed a long standing relationship with the Suffolk County Community College Early Childhood Program. Students interested in careers in education have transferred from Suffolk County Community College to Dowling College with ease and success.

Based upon the feedback of our faculty, the graduates of your program are well prepared and we look forward to our continued relationship with your institution.

If you require any further information concerning your graduates, please feel free to contact me.

Sincerely,

Albert E Donor

Albert E. Donor, Ph.D.
Provost and Executive
Vice President

/jb

Oakdale, Long Island, New York 11769-1999 (516) 244-3200 • (212) 466-3668

Part 2, Section 20

State University of New York / College at Old Westbury

Old Westbury
Long Island, New York 11568
Telephone (516) 876-3000

October 17, 1989

Darlene Hochman
Early Childhood Program Coordinator
Suffolk Community College
533 College Road
Selden, New York 11784

Dear Ms Hochman.

For many years, the Teacher Education Program at the College at Old Westbury has enjoyed an articulation agreement with your Early Childhood Program. The students who have come to us from Suffolk Community College have been, almost without exception, well trained in early childhood and ready to complete their four-year degrees in elementary education with minimal delays to complete required liberal arts courses.

Suffolk Community College graduates who wish to major in special education have some difficulty fitting in both the elementary education and special education courses required for dual certification. This is because the dual certification program is very tightly scheduled and there is no room for electives, including early childhood courses. However, when your students do complete the program, they not only have dual certification in elementary and special education, they also have a very valuable concentration in early childhood education. The quality students who elect to complete this program, in spite of the fact that it often means delaying graduation for a semester, are very well trained for teaching in today's schools.

Part 2, Section 20

Overall, we are pleased with both the quality and preparation of your students and were we not so distant from each other in mileage, I am sure we would welcome many more of them at the College at Old Westbury.

Sincerely,

Gretchen L. Johnson

Gretchen L. Johnson, Convener
Teacher Education Program

Part 2, Sect 21

SUFFOLK
COMMUNITY COLLEGE
AMMERMAN CAMPUS • 533 COLLEGE ROAD • SELDEN, NEW YORK 11784-2899 • 516-451-4110

Dear Director:

The Early Childhood Program is currently undergoing the process of program review for the New York State Education Department. Graduates of our Program have indicated that they have been or currently are employed at your facility. In order to evaluate our Program, I would appreciate your taking a few moments to complete the attached form and return it to me (a self-addressed, stamped envelope is provided) as soon as possible.

Thanking you again for your cooperation.

Sincerely.

Darlene Hochman

Darlene Hochman
Early Childhood Program Coordinator

DH/at
enc.

ec-dir
d.8

EASTERN CAMPUS
Speonk Riverhead Road
Riverhead, NY 11901-3499
(516) 548-2500

COLLEGE ADMINISTRATIVE OFFICES
533 College Road
Selden, NY 11784-2899
(516) 451-4110

WESTERN CAMPUS
Crooked Hill Road
Brentwood, NY 11717-1092
(516) 434-6700

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Part 7, Section 21

EMPLOYER PROGRAM EVALUATION FORM

Program:

Director:

Address:

1. The quality of the Early Childhood Program can best be described as:

   a. excellent ____________
   b. very good ____________
   c. satisfactory ____________
   d. poor ____________

   Comments: ____

   ____

   ____

   ____

2. Graduates of the Early Childhood Program can best be described as:

   a. well prepared ________
   b. satisfactorily prepared ________
   c. not prepared ________

   to work with young children.

   Comments: ____

   ____

   ____

   ____

APPENDIX V

Part 2, Section 22

EARLY CHILDHOOD PROGRAM

Section and Seat Counts, Fall 1980 to Spring 1990

Total College			Selden Section		West Section		East Section	
Section	Seats	Semester	Sections	Count	Sections	Count	Section	Count
		Fall '80	NO LONGER AVAILABLE					
		Spring '81						
14	287	Fall '81	8	162	3	64	3	61
14	258	Spring '82	8	153	4	74	2	31
18	329	Fall '82	10	179	6	113	2	37
16	283	Spring '83	9	165	6	99	1	19
19	380	Fall '83	11	227	6	124	2	29
20	361	Spring '84	11	207	7	114	2	40
22	392	Fall '85	11	204	9	132	4	56
24	433	Spring '86	13	238	6	125	5	70
22	410	Fall '84	12	220	7	152	3	38
20	345	Spring '85	11	193	6	116	3	36
24	400	Fall '86	11	213	9	146	4	41
23	372	Spring '87	11	177	8	144	4	51
25	479	Fall '87	12	245	9	164	4	70
26	491	Spring '88	13	278	9	164	4	49
34	583	Fall '88	15	295	12	205	7	83
36	688	Spring '89	18	380	12	213	6	95
34	587	Fall '89	17	330	11	186	6	71
32	592	Spring '90	16	330	12	210	4	52

Prepared by: Darlene Hochman
Early Childhood Program Coordinator
February 28, 1990

APPENDIX W, PAGE 1 PART 2, SECTION 23

SUFFOLK
COMMUNITY COLLEGE
AMMERMAN CAMPUS • 533 COLLEGE ROAD • SELDEN, NEW YORK 11784-2899 • 516-451-4110

Dear Student,

We need your help in conducting a study of the Early Childhood Program at Suffolk Community College. Please take a few minutes to fill out this questionnaire. Please circle the numbered choice that best reflects your answer to the question.

If you filled out this questionnaire in a different Early Childhood class, please do not complete it again.

We thank you for your help.

Thank you,

Darlene Hochman
Paul Kaplan
Darlene Hochman
Paul Kaplan

EASTERN CAMPUS
Speonk Riverhead Road
Riverhead, NY 11901-3499
(516) 548-2500

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(516) 451-4110

WESTERN CAMPUS
Crooked Hill Road
Brentwood, NY 11717-1092
(516) 434-6700

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PART 2, SECTION 23

STUDENT QUESTIONNAIRE

Please, circle your choices.

1. Home Campus (1) Selden (2) Brentwood (3) Riverhead

2. Gender (1) M (2) F

3. Your Age (1) 18-22
(2) 23-27
(3) 28-32
(4) 33-37
(5) 38-42
(6) 43+

4. Number of credits completed including this term:
(1) 0-15 (2) 16-30 (3) 31-45 (4) 46-60 or more

5. Do you attend (1) full time (2) part time?

6. Do you attend (1) day (2) evening?

7. What year did you matriculate into the program?
(1) '88 (2) '87 (3) '86 (4) '85 (5) '84 (6) '83
(7) '82 (8) prior to '82

8. Did you take courses at Suffolk Community College or any other college prior to matriculating into the Early Childhood program?
(1) yes (2) no

9. If your answer was yes, were these courses taken at
(1) Suffolk Community College
(2) another community college
(3) a four-year college

10. How many credits did you take this semester?
(1) 6 (2) 9 (3) 12 (4) 15 (choose closest)

11. Why did you choose the Early Childhood program?
(1) personal interest
(2) transfer to four-year program
(3) immediate job opportunity
(4) unsure of reason
(5) other (please specify)

12. How would you rate your advisement in this program?
(1) excellent (2) very good (3) adequate (4) poor

13. How often do you use the library for your course work in Early Childhood?
(1) once a week or more (2) a few times per term (3) hardly ever

14. Are the library resources adequate for your assignments?

(1) yes (2) no

15. Have you used the skills center (either writing or reading center)?
(1) yes (2) no

16. If your answer to number 15 is yes, how would you evaluate the help you received?
(1) excellent (2) very good (3) adequate (4) poor

17. Do you intend to make use of the Job Connection service provided by the Placement Center at Suffolk Community College during your final semester?
(1) yes (2) no (3) undecided

18. Do you intend to transfer to a four year institution?
(1) yes (2) no (3) undecided

19. If you plan to transfer to a four year institution, do you intend to do so
(1) immediately upon graduation
(2) at some other time?

20. Do you intend to find full-time employment in this area immediately after graduation?
(1) yes (2) no

21. Do you intend to find part-time employment in this area immediately after graduation?
(1) yes (2) no

22. How would you evaluate your early childhood courses?
(1) excellent (2) very good (3) adequate (4) poor

23. How would you evaluate the professors in the Early Childhood program?
(1) excellent (2) very good (3) adequate (4) poor

24. How would you evaluate your overall educational experience at Suffolk Community College?
(1) very satisfied
(2) satisfied
(3) disappointing
(4) unsatisfactory

PART 3- SECTION 24

SUFFOLK
COMMUNITY COLLEGE
AMMERMAN CAMPUS • 533 COLLEGE ROAD • SELDEN, NEW YORK 11784-2899 • 516-451-4110

Dear Graduate,

We need your help in conducting a study of the Early Childhood program at Suffolk Community College. Please take a few minutes to fill out this questionnaire and return it as soon as possible in the self-addressed, stamped envelope provided for your use. Please circle the numbered choice that best reflects your answer to the question.

We thank you for your help.

Thank you,

Darlene Hochman
Paul Kaplan

GRADUATE QUESTIONNAIRE

Please circle your choices.

1. Home Campus (1) Selden (2) Brentwood (3) Riverhead

2. What year did you graduate from the Early Childhood program?
(1)'81 (2)'82 (3)'84 (4)'85 (5)'86 (6)'87 (7)'87 (8)'88

3. Your age at graduation:
(1) 18-22
(2) 23-27
(3) 28-32
(4) 33-37
(5) 38-42
(6) 43+

4. Gender (1) M (2) F

5. Did you attend
(1) full time
(2) part time
(3) some part time, some full time?

6. (1) day student (2) evening student

7. How many years did it take you to complete your education?
(1) 2 (2) 3 (3) 4 (4) 5 (5) more than 5

8. What did you do right after graduation?

(1) transferred to four-year college (Name:_________)
(2) took full-time employment
(3) took part-time employment
(4) unemployed by choice
(5) other_________________

9. If you transferred after graduating from Suffolk Community College, what area of study did you follow?

(1) early childhood
(2) elementary education
(3) special education
(4) psychology
(5) other (please specify)

10. If you transferred to a four-year college after graduation, how would you evaluate how well you were prepared at Suffolk Community College for this experience?

(1) well prepared (2) adequately prepared (3) poorly prepared

11. If you found employment immediately after graduation, how would you evaluate how well you were prepared at Suffolk Community College for this experience?
(1) well prepared (2) adequately prepared (3) poorly prepared

12. Are you currently employed in the area of child care?
(1) yes (2) no

13. How do you evaluate your experience in the Early Childhood program at Suffolk Community College?
(1) excellent (2) very good (3) adequate (4) poor

14. Which best describes the Early Childhood field work experience?
(1) excellent (2) very good (3) adequate (4) poor

15. How would you evaluate your teachers in the Early Childhood program?
(1) excellent (2) very good (3) adequate (4) poor

16. How would you evaluate your advisement at Suffolk Community College?
(1) excellent (2) very good (3) adequate (4) poor

17. How would you evaluate the library resources for early childhood at Suffolk Community College?
(1) excellent (2) very good (3) adequate (4) poor

18. Did you make use of the Job Connection Service provided by the Placement Center at Suffolk Community College?
(1) yes (2) no

19. If your answer is yes, how would you evaluate the service?
(1) excellent (2) very good (3) adequate (4) poor

APPENDIX Y,PAGE 1 PART 2, SECTION 25

SUFFOLK
COMMUNITY COLLEGE
AMMERMAN CAMPUS • 533 COLLEGE ROAD • SELDEN, NEW YORK 11784-2899 • 516-451-4100

Dear Former Student,

We need your help in conducting a study of the Early Childhood program at Suffolk Community College. Please take a few minutes to fill out this questionnaire and return it as soon as possible in the self-addressed, stamped envelope provided for your use. Please circle the numbered choice that best reflects your answer to the question.

We thank you for your help.

Thank you,

Darlene Hochman
Paul Kaplan

Darlene Hochman
Paul Kaplan

EASTERN CAMPUS
Speonk Riverhead Road
Riverhead, NY 11901-3499
(516) 369-2600

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(516) 451-4110

WESTERN CAMPUS
Crooked Hill Road
Brentwood, NY 11717-1092
(516) 434-6700

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PART 2, SECTION 25

GRADUATE QUESTIONNAIRE

Please circle your choices.

1. Home Campus (1) Selden (2) Brentwood (3) Riverhead

2. What year did you graduate from the Early Childhood program?
(1)'81 (2)'82 (3)'83 (4)'84 (5)'85 (6)'86 (7) '87 (8) '88

3. Your age at graduation
(1) 18-22
(2) 23-27
(3) 28-32
(4) 33-37
(5) 38-42
(6) 43+

4. Gender (1) M (2) F

5. Did you attend
(1) full time
(2) part time
(3) some part time, some full time?

6. (1) day student (2) evening student

7. How many years did it take you to complete your education?
(1) 2 (3) 3 (4) 4 (5) 5 (6) more than 5

8. What did you do right after graduation?

(1) transferred to four-year college (Name: ________________)
(2) took full-time employment
(3) took part-time employment
(4) unemployed by choice
(5) other __________________

9. If you transferred after graduating from Suffolk Community College, what area of study did you follow?

(1) early childhood
(2) elementary education
(3) special education
(4) psychology
(5) other (please specify)

10. If you transferred to a four-year college after graduation, how would you evaluate how well you were prepared at Suffolk Community College for this experience?
(1) well prepared (2) adequately prepared (3) poorly prepared

PART 2 SECTION 25

11. If you found employment immediately after graduation, how would you evaluate how well you were prepared at Suffolk Community College for this experience?
(1) well prepared (2) adequately prepared (3) poorly prepared

12. Are you currently employed in the area of child care?
(1) yes (2) no

13. How do you evaluate your experience in the Early Childhood program at Suffolk Community College?
(1) excellent (2) very good (3) adequate (4) poor

14. Which best describes the Early Childhood field work experience?
(1) excellent (2) very good (3) adequate (4) poor

15. How would you evaluate your teachers in the Early Childhood program?
(1) excellent (2) very good (3) adequate (4) poor

16. How would you evaluate your advisement at Suffolk Community College?
(1) excellent (2) very good (3) adequate (4) poor

17. How would you evaluate the library resources for early childhood at Suffolk Community College?
(1) excellent (2) very good (3) adequate (4) poor

18. Did you make use of the Job Connection Service provided by the Placement Center at Suffolk Community College?
(1) yes (2) no

19. If your answer is yes, how would you evaluate the service?
(1) excellent (2) very good (3) adequate (4) poor

PART 2, SECTION 26

Suffolk County Community College

Office of Institutional Services

Persistence Report
Full Time Entrants

10/27/89

This report was prepared for the A.A.S. Early Childhood curriculum.

PART 2 SECTION 26

A.A.S. Early Childhood Curriculum code: 330
Report Run Date: 10/27/89
Curriculum Persistence: Losses to and Gains from other SCC programs.

Date	Campus	Original Entrants	Changed Out	% Changed out of Entrants	Total Original Persisters	% Tot. Orig. Persisters of Entrants	Changed In	Total Members	% Changed in of Members
		#	#	%	#	%	#	#	%
81	Eastern	6	2	33.3	4	66.7	2	6	33.3
82	Eastern	1	0	0.0	1	100.0	2	3	66.7
83	Eastern	3	1	33.3	2	66.7	1	3	33.3
84	Eastern	6	3	50.0	3	50.0	0	3	0.0
85	Eastern	5	4	80.0	1	20.0	1	2	50.0
86	Eastern	4	3	75.0	1	25.0	2	3	66.7
87	Eastern	14	7	50.0	7	50.0	1	8	12.5
88	Eastern	18	7	38.9	11	61.1	2	13	15.4
81	Ammerman	8	0	0.0	8	100.0	19	27	70.4
82	Ammerman	26	6	23.1	20	76.9	23	43	53.5
83	Ammerman	22	5	22.7	17	77.3	25	42	59.5
84	Ammerman	20	16	80.0	4	20.0	9	13	69.2
85	Ammerman	28	19	67.9	9	32.1	10	19	52.6
86	Ammerman	32	20	62.5	12	37.5	13	25	52.0
87	Ammerman	43	17	39.5	26	60.5	26	52	50.0
88	Ammerman	32	8	25.0	24	75.0	26	50	52.0
81	Western	12	0	0.0	12	100.0	8	20	40.0
82	Western	14	2	14.3	12	85.7	3	15	20.0
83	Western	23	4	17.4	19	82.6	3	22	13.6
84	Western	18	13	72.2	5	27.8	3	8	37.5
85	Western	11	7	63.6	4	36.4	1	5	20.0
86	Western	15	7	46.7	8	53.3	9	17	52.9
87	Western	16	5	31.3	11	68.8	5	16	31.3
88	Western	13	5	38.5	8	61.5	4	12	33.3

Notes:

This report describes the pattern of this curriculum with respect to the movements of students into and out of the program. The original entrants are those students who entered this program as their original first choice curriculum. Some of these students subsequently opted out of this program and chose other curriculums. These students are counted as the 'changed outs'. The remaining students are those who stayed in their original program. These students are referred to as the 'original persisters'. Students who opted into this program from other SCC curriculums form the 'changed in' group.

The 'membership' of the curriculum consists of 'original persisters' and 'changed ins'. The 'changed outs' have been attributed to the programs that they ultimately joined. These definitions are used throughout the reports.

In some of the following reports the numbers of original entrants, 'changed outs', 'changed ins', and 'members' may not be included due to space limitations. The figures given on this page will apply.

Dates shown are of the Fall of the year in which each student cohort entered.

PART 2, SECTION 2C

A.A.S. Early Childhood Curriculum code: 330
Report Run Date: 10/27/89
Persistence Through Graduation: Original entrants who remained in the program. (Original persisters).

			Graduates from original persisters							
Date	Campus	Original Prsistrs	Grads in Year 1	% Grads in Year 1	Grads in Year 2	% Grads in Year 2	Grads in Year 3	% Grads in Year 3	Cumulative Grads from Original Persisters	% Cumulative Grads from Original Persisters
81	Eastern	4	0	0.0	0	0.0	0	0.0	0	0.0
82	Eastern	1	0	0.0	0	0.0	0	0.0	0	0.0
83	Eastern	2	0	0.0	0	0.0	0	0.0	0	0.0
84	Eastern	3	0	0.0	1	33.3	1	33.3	2	66.7
85	Eastern	1	0	0.0	0	0.0	0	0.0	0	0.0
86	Eastern	1	0	0.0	1	100.0	0	0.0	1	100.0
87	Eastern	7	0	0.0	3	42.9	0	0.0	3	42.9
88	Eastern	11	0	0.0	0	0.0	0	0.0	0	0.0
81	Ammerman	8	0	0.0	1	12.5	1	12.5	2	25.0
82	Ammerman	20	1	5.0	6	30.0	4	20.0	12	60.0
83	Ammerman	17	0	0.0	4	23.5	1	5.9	5	29.4
84	Ammerman	4	0	0.0	2	50.0	1	25.0	3	75.0
85	Ammerman	9	0	0.0	1	11.1	5	55.6	6	66.7
86	Ammerman	12	0	0.0	4	33.3	2	16.7	6	50.0
87	Ammerman	26	0	0.0	10	38.5	0	0.0	10	38.5
88	Ammerman	24	0	0.0	0	0.0	0	0.0	0	0.0
81	Western	12	0	0.0	0	0.0	4	33.3	4	33.3
82	Western	12	0	0.0	0	0.0	4	33.3	5	41.7
83	Western	19	1	5.3	2	10.5	5	26.3	10	52.6
84	Western	5	0	0.0	2	40.0	2	40.0	5	100.0
85	Western	4	0	0.0	1	25.0	0	0.0	1	25.0
86	Western	8	0	0.0	3	37.5	3	37.5	6	75.0
87	Western	11	0	0.0	0	0.0	0	0.0	0	0.0
88	Western	8	0	0.0	0	0.0	0	0.0	0	0.0

Notes:

This report contains the details of the persistence of students who entered a curriculum and continued in the program through graduation. These are the original entrants who did not change into another program. The number of graduates in year 1 reported above are those that graduated in the academic year which begins with the Fall of the year shown for the row and ends with the August graduates of the following calendar year. The graduates in 'Year 2' are those who graduated in the next calendar year. The Year 3 graduates emerged in the third calendar year. The cumulative grads column contains all grads to date. This column is not restricted to the first three academic years, but includes all graduates to date.

PART 2, SECTION 26

A.A.S. Early Childhood Curriculum code: 330
Report Run Date: 10/27/89
Persistence Through Graduation: Students who elected to change into this curriculum. (Later curriculum entrants)

			Graduates from later entrants........							
Date	Campus	Number of Later Entrants	Grads in Year 1	% Grads in Year 1	Grads in Year 2	% Grads in Year 2	Grads in Year 3	% Grads in Year 3	Cumulative Grads from Later Entrants	% Cumulative Grads from Later Entrants
81	Eastern	2	0	0.0	0	0.0	0	0.0	0	0.0
82	Eastern	2	0	0.0	0	0.0	1	50.0	1	50.0
83	Eastern	1	0	0.0	0	0.0	0	0.0	0	0.0
85	Eastern	1	0	0.0	0	0.0	0	0.0	0	0.0
86	Eastern	2	0	0.0	0	0.0	1	50.0	1	50.0
87	Eastern	1	0	0.0	1	100.0	0	0.0	1	100.0
88	Eastern	2	0	0.0	0	0.0	0	0.0	0	0.0
81	Ammerman	19	0	0.0	0	0.0	3	15.8	4	21.1
82	Ammerman	23	0	0.0	5	21.7	1	4.3	10	43.5
83	Ammerman	25	0	0.0	1	4.0	6	24.0	8	32.0
84	Ammerman	9	0	0.0	0	0.0	4	44.4	5	55.6
85	Ammerman	10	0	0.0	2	20.0	3	30.0	5	50.0
86	Ammerman	13	0	0.0	1	7.7	7	53.8	8	61.5
87	Ammerman	26	0	0.0	5	19.2	0	0.0	5	19.2
88	Ammerman	26	0	0.0	0	0.0	0	0.0	0	0.0
81	Western	8	0	0.0	0	0.0	1	12.5	2	25.0
82	Western	3	0	0.0	0	0.0	1	33.3	1	33.3
83	Western	3	0	0.0	0	0.0	0	0.0	0	0.0
84	Western	3	0	0.0	0	0.0	0	0.0	1	33.3
85	Western	1	0	0.0	0	0.0	1	100.0	1	100.0
86	Western	9	0	0.0	1	11.1	4	44.4	5	55.6
87	Western	5	0	0.0	2	40.0	0	0.0	2	40.0
88	Western	4	0	0.0	0	0.0	0	0.0	0	0.0

Notes:

This report contains the details of the persistence of students who entered a second curriculum and continued in the program through graduation. These are the 'later entrants' who changed into this program. The number of graduates in year 1 reported above are those that graduated in the academic year which begins with the Fall of the year shown for the row and ends with the August graduates of the following calendar year. The graduates in 'Year 2' are those who graduated in the next calendar year. The Year 3 graduates emerged in the third calendar year. The cumulative grads column contains all grads to date. This column is not restricted to the first three academic years, but includes all graduates to date.

PART 2, SECTION 26

A.A.S. Early Childhood Curriculum code: 330
Report Run Date: 10/27/89
Persistence Through Graduation: All 'members' of the curriculum. Original persisters plus later entrants

			Graduates from all members							
Date	Campus	Number of Members	Grads from Year 1	% Grads from Year 1	Grads from Year 2	% Grads from Year 2	Grads from Year 3	% Grads from Year 3	Cumulative Grads from All Members	% Cumulative Grads from All Members
81	Eastern	6	0	0.0	0	0.0	0	0.0	0	0.0
82	Eastern	3	0	0.0	0	0.0	1	33.3	1	33.3
83	Eastern	3	0	0.0	0	0.0	0	0.0	0	0.0
84	Eastern	3	0	0.0	1	33.3	1	33.3	2	66.7
85	Eastern	2	0	0.0	0	0.0	0	0.0	0	0.0
86	Eastern	3	0	0.0	1	33.3	1	33.3	2	66.7
87	Eastern	8	0	0.0	4	50.0	0	0.0	4	50.0
88	Eastern	13	0	0.0	0	0.0	0	0.0	0	0.0
81	Ammerman	27	0	0.0	1	3.7	4	14.8	6	22.2
82	Ammerman	43	1	2.3	11	25.6	5	11.6	22	51.2
83	Ammerman	42	0	0.0	5	11.9	7	16.7	13	31.0
84	Ammerman	13	0	0.0	2	15.4	5	38.5	8	61.5
85	Ammerman	19	0	0.0	3	15.8	8	42.1	11	57.9
86	Ammerman	25	0	0.0	5	20.0	9	36.0	14	56.0
87	Ammerman	52	0	0.0	15	28.8	0	0.0	15	28.8
88	Ammerman	50	0	0.0	0	0.0	0	0.0	0	0.0
81	Western	20	0	0.0	0	0.0	5	25.0	6	30.0
82	Western	15	0	0.0	0	0.0	5	33.3	6	40.0
83	Western	22	1	4.5	2	9.1	5	22.7	10	45.5
84	Western	8	0	0.0	2	25.0	2	25.0	6	75.0
85	Western	5	0	0.0	1	20.0	1	20.0	2	40.0
86	Western	17	0	0.0	4	23.5	7	41.2	11	64.7
87	Western	16	0	0.0	2	12.5	0	0.0	2	12.5
88	Western	12	0	0.0	0	0.0	0	0.0	0	0.0

Notes:

This report contains the details of the persistence of all of the students who entered this curriculum and continued in the program through graduation. These are the members; the original entrants and the 'later entrants'.

The number of graduates in year 1 reported above are those that graduated in the academic year which begins with the Fall of the year shown for the row and ends with the August graduates of the following calendar year. The graduates in 'Year 2' are those who graduated in the next calendar year. The Year 3 graduates emerged in the third calendar year. The cumulative grads column contains all grads to date. This column is not restricted to the first three academic years, but includes all graduates to date.

PART 2, SECTION 26

A.A.S. Early Childhood   Curriculum code: 330
Report Run Date: 10/27/89
Curriculum Persistence over time: Students who remained in their original curriculum.

Date	Campus	Semester 1		Semester 2		Semester 3		Semester 4		Semester 5		Semester 6		Semester 7		Semester 8	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
81	Eastern	4	100.0	4	100.0	2	50.0	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0
82	Eastern	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
83	Eastern	2	100.0	1	50.0	0	0.0	1	50.0	1	50.0	1	50.0	0	0.0	1	50.0
84	Eastern	3	100.0	3	100.0	3	100.0	3	100.0	2	66.7	2	66.7	1	33.3	1	33.3
85	Eastern	1	100.0	1	100.0	0	0.0	1	100.0	1	100.0	1	100.0	0	0.0	1	100.0
86	Eastern	1	100.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
87	Eastern	7	100.0	7	100.0	6	85.7	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0
88	Eastern	11	100.0	11	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81	Ammerman	8	100.0	6	75.0	4	50.0	3	37.5	1	12.5	2	25.0	1	12.5	0	0.0
82	Ammerman	20	100.0	15	75.0	12	60.0	12	60.0	6	30.0	4	20.0	1	5.0	0	0.0
83	Ammerman	17	100.0	11	64.7	12	70.6	9	52.9	4	23.5	4	23.5	1	5.9	0	0.0
84	Ammerman	4	100.0	4	100.0	3	75.0	3	75.0	1	25.0	1	25.0	0	0.0	0	0.0
85	Ammerman	9	100.0	9	100.0	7	77.8	8	88.9	6	66.7	3	33.3	1	11.1	3	33.3
86	Ammerman	12	100.0	11	91.7	11	91.7	12	100.0	7	58.3	7	58.3	0	0.0	0	0.0
87	Ammerman	26	100.0	26	100.0	26	100.0	26	100.0	0	0.0	0	0.0	0	0.0	0	0.0
88	Ammerman	24	100.0	24	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81	Western	12	100.0	12	100.0	9	75.0	8	66.7	7	58.3	6	50.0	3	25.0	2	16.7
82	Western	12	100.0	10	83.3	7	58.3	5	41.7	6	50.0	6	50.0	1	8.3	1	8.3
83	Western	19	100.0	18	94.7	13	68.4	12	63.2	9	47.4	7	36.8	3	15.8	4	21.1
84	Western	5	100.0	5	100.0	4	80.0	4	80.0	2	40.0	3	60.0	1	20.0	1	20.0
85	Western	4	100.0	3	75.0	3	75.0	3	75.0	2	50.0	2	50.0	3	75.0	3	75.0
86	Western	8	100.0	8	100.0	8	100.0	8	100.0	4	50.0	3	37.5	0	0.0	0	0.0
87	Western	11	100.0	11	100.0	10	90.9	11	100.0	0	0.0	0	0.0	0	0.0	0	0.0
88	Western	8	100.0	8	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Notes:
Full Time Fall entrants who persisted in their original curriculum
Persistence over time is shown by semesters attended and % of entering group attending each semester.
The numbers shown in the Semester 1 column represents the entire set of original entrants.
Semesters shown are Falls and Springs, Summer Sessions are not included.
Dates shown are of Fall of year in which each student cohort entered.

PART 2, SECTION 26

A.A.S. Early Childhood Curriculum code: 330
Report Run Date: 10/27/89
Curriculum Persistence over time: Students who elected to change into this curriculum.

Date	Campus	Semester 1		Semester 2		Semester 3		Semester 4		Semester 5		Semester 6		Semester 7		Semester 8	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
81	Eastern	2	100.0	2	100.0	1	50.0	1	50.0	2	100.0	2	100.0	1	50.0	1	50.0
82	Eastern	2	100.0	2	100.0	1	50.0	1	50.0	2	100.0	2	100.0	0	0.0	0	0.0
83	Eastern	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	0	0.0
85	Eastern	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0
86	Eastern	2	100.0	2	100.0	2	100.0	2	100.0	1	50.0	1	50.0	0	0.0	0	0.0
87	Eastern	1	100.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
88	Eastern	2	100.0	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81	Ammerman	19	100.0	18	94.7	14	73.7	12	63.2	7	36.8	6	31.6	4	21.1	4	21.1
82	Ammerman	23	100.0	23	100.0	21	91.3	19	82.6	8	34.8	9	39.1	4	17.4	5	21.7
83	Ammerman	25	100.0	23	92.0	15	60.0	16	64.0	13	52.0	12	48.0	4	16.0	8	32.0
84	Ammerman	9	100.0	7	77.8	7	77.8	9	100.0	7	77.8	7	77.8	3	33.3	5	55.6
85	Ammerman	10	100.0	9	90.0	10	100.0	8	80.0	7	70.0	6	60.0	5	50.0	5	50.0
86	Ammerman	13	100.0	12	92.3	12	92.3	12	92.3	11	84.6	12	92.3	0	0.0	0	0.0
87	Ammerman	26	100.0	25	96.2	26	100.0	26	100.0	0	0.0	0	0.0	0	0.0	0	0.0
88	Ammerman	26	100.0	25	96.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81	Western	8	100.0	8	100.0	6	75.0	5	62.5	3	37.5	2	25.0	1	12.5	1	12.5
82	Western	3	100.0	3	100.0	3	100.0	2	66.7	2	66.7	2	66.7	0	0.0	0	0.0
83	Western	3	100.0	2	66.7	2	66.7	3	100.0	3	100.0	2	66.7	1	33.3	1	33.3
84	Western	3	100.0	3	100.0	3	100.0	2	66.7	2	66.7	2	66.7	2	66.7	2	66.7
85	Western	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0	0	0.0
86	Western	9	100.0	8	88.9	8	88.9	7	77.8	7	77.8	8	88.9	0	0.0	0	0.0
87	Western	5	100.0	5	100.0	5	100.0	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0
88	Western	4	100.0	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Notes:
Full Time Fall entrants who elected to change into this curriculum from other SCC programs.
The curriculum shown is their last, most current curriculum at SCC.
Persistence over time is shown by semesters attended and % of entering group attending each semester.
The numbers shown in the Semester 1 column represents the entire set of later entrants.
Semesters shown are Falls and Springs, Summer Sessions are not included.
Dates shown are of Fall of year in which each student cohort entered the college.

PART 2, SECTION 26

A.A.S. Early Childhood Curriculum code: 330
Report Run Date: 10/27/89
Curriculum Persistence over credits: Students who remained in their original curriculum.

Date	Campus	0-10 Cr.		11-20 Cr.		21-30 Cr.		31-40 Cr.		41-50 Cr.		51-60 Cr.		61-70 Cr.		71-80 Cr.		Over 80 Cr.	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
81	Eastern	0	0.0	2	50.0	0	0.0	0	0.0	1	25.0	0	0.0	1	25.0	0	0.0	0	0.0
82	Eastern	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
83	Eastern	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
84	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0	0	0.0
85	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
86	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
87	Eastern	0	0.0	0	0.0	1	14.3	1	14.3	1	14.3	2	28.6	2	28.6	0	0.0	0	0.0
88	Eastern	2	18.2	2	18.2	4	36.4	3	27.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81	Ammerman	1	12.5	3	37.5	1	12.5	1	12.5	0	0.0	1	12.5	1	12.5	0	0.0	0	0.0
82	Ammerman	2	10.0	3	15.0	3	15.0	1	5.0	0	0.0	2	10.0	9	45.0	0	0.0	0	0.0
83	Ammerman	1	5.9	3	17.6	4	23.5	3	17.6	1	5.9	1	5.9	3	17.6	0	0.0	1	5.9
84	Ammerman	0	0.0	1	25.0	0	0.0	0	0.0	0	0.0	2	50.0	1	25.0	0	0.0	0	0.0
85	Ammerman	0	0.0	0	0.0	0	0.0	1	11.1	0	0.0	0	0.0	7	77.8	1	11.1	0	0.0
86	Ammerman	0	0.0	0	0.0	0	0.0	2	16.7	2	16.7	1	8.3	4	33.3	3	25.0	0	0.0
87	Ammerman	0	0.0	0	0.0	0	0.0	1	3.8	6	23.1	9	34.6	10	38.5	0	0.0	0	0.0
88	Ammerman	3	12.5	10	41.7	8	33.3	3	12.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81	Western	1	8.3	0	0.0	2	16.7	0	0.0	1	8.3	3	25.0	4	33.3	1	8.3	0	0.0
82	Western	1	8.3	3	25.0	1	8.3	0	0.0	1	8.3	0	0.0	3	25.0	3	25.0	0	0.0
83	Western	0	0.0	1	5.3	5	26.3	1	5.3	2	10.5	2	10.5	6	31.6	0	0.0	2	10.5
84	Western	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	0	0.0	4	80.0	0	0.0	0	0.0
[illegible]	Western	0	0.0	0	0.0	1	25.0	0	0.0	0	0.0	0	0.0	1	25.0	1	25.0	1	25.0
86	Western	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	1	12.5	6	75.0	0	0.0	0	0.0
87	Western	0	0.0	0	0.0	0	0.0	4	36.4	3	27.3	2	18.2	2	18.2	0	0.0	0	0.0
88	Western	1	12.5	3	37.5	1	12.5	3	37.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Notes:
Full Time Fall entrants who persisted in their original curriculum
Credits earned at SCC are shown in 10 credit brackets.
Semesters shown are Falls and Springs, Summer Sessions are not included.
Dates shown are of Fall of year in which each student cohort entered.

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PART 2, SECTION 26

A.A.S. Early Childhood Curriculum code: 330
Report Run Date: 10/27/89
Curriculum persistence over credits: Changed ins.

Date	Campus	0-10 Cr.		11-20 Cr.		21-30 Cr.		31-40 Cr.		41-50 Cr.		51-60 Cr.		61-70 Cr.		71-80 Cr.		Over 80 Cr.	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
81	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0
82	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0
83	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
85	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
86	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0	0	0.0
87	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
88	Eastern	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81	Ammerman	0	0.0	3	15.8	3	15.8	2	10.5	3	15.8	0	0.0	2	10.5	3	15.8	3	15.8
82	Ammerman	0	0.0	1	4.3	0	0.0	3	13.0	3	13.0	0	0.0	9	39.1	7	30.4	0	0.0
83	Ammerman	2	8.0	2	8.0	1	4.0	2	8.0	3	12.0	3	12.0	7	28.0	3	12.0	2	8.0
84	Ammerman	0	0.0	0	0.0	0	0.0	0	0.0	2	22.2	0	0.0	5	55.6	1	11.1	1	11.1
85	Ammerman	0	0.0	0	0.0	1	10.0	0	0.0	0	0.0	2	20.0	3	30.0	3	30.0	1	10.0
86	Ammerman	0	0.0	0	0.0	0	0.0	0	0.0	1	7.7	2	15.4	8	61.5	2	15.4	0	0.0
87	Ammerman	0	0.0	1	3.8	1	3.8	1	3.8	10	38.5	7	26.9	6	23.1	0	0.0	0	0.0
88	Ammerman	0	0.0	9	34.6	12	46.2	5	19.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81	Western	1	12.5	0	0.0	1	12.5	1	12.5	1	12.5	1	12.5	2	25.0	1	12.5	0	0.0
82	Western	0	0.0	0	0.0	0	0.0	1	33.3	0	0.0	1	33.3	0	0.0	1	33.3	0	0.0
83	Western	0	0.0	0	0.0	1	33.3	1	33.3	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0
84	Western	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	1	33.3
85	Western	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
[illegible]	Western	0	0.0	0	0.0	1	11.1	0	0.0	1	11.1	2	22.2	3	33.3	2	22.2	0	0.0
87	Western	0	0.0	0	0.0	0	0.0	2	40.0	0	0.0	1	20.0	2	40.0	0	0.0	0	0.0
88	Western	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Notes:
Full Time Fall entrants who elected to change into this curriculum from other SCC programs.
Credits earned at SCC are shown in 10 credit brackets.
Semesters shown are Falls and Springs, Summer Sessions are not included.
Dates shown are of Fall of year in which each student cohort entered.

PART 2, SECTION 26

A.A.S. Early Childhood Curriculum code: 330
Report Run Date: 10/27/89
Distributions of Cumulative Averages: Original Persisters.

Cumulative Average Intervals

Date	Campus	0.00		0.01-0.99		1.0-1.4		1.5-1.9		2.0-2.4		2.5-2.9		3.0-3.4		3.5-4.0	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
81	Eastern	0	0.0	0	0.0	0	0.0	2	50.0	0	0.0	1	25.0	0	0.0	1	25.0
82	Eastern	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
83	Eastern	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	1	50.0	0	0.0
84	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	1	33.3	1	33.3
85	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
86	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0
87	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	2	28.6	2	28.6	2	28.6
88	Eastern	0	0.0	0	0.0	1	9.1	0	0.0	3	27.3	4	36.4	2	18.2	1	9.1
81	Ammerman	1	12.5	0	0.0	0	0.0	1	12.5	1	12.5	4	50.0	0	0.0	1	12.5
82	Ammerman	2	10.0	0	0.0	1	5.0	0	0.0	6	30.0	4	20.0	5	25.0	2	10.0
83	Ammerman	1	5.9	1	5.9	1	5.9	2	11.8	3	17.6	4	23.5	2	11.8	3	17.6
84	Ammerman	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	50.0	0	0.0	2	50.0
85	Ammerman	0	0.0	0	0.0	0	0.0	0	0.0	2	22.2	7	77.8	0	0.0	0	0.0
86	Ammerman	0	0.0	0	0.0	0	0.0	1	8.3	2	16.7	2	16.7	7	58.3	0	0.0
87	Ammerman	0	0.0	0	0.0	0	0.0	0	0.0	5	19.2	8	30.8	9	34.6	4	15.4
88	Ammerman	0	0.0	1	4.2	0	0.0	4	16.7	3	12.5	5	20.8	8	33.3	3	12.5
81	Western	0	0.0	0	0.0	1	8.3	0	0.0	5	41.7	5	41.7	0	0.0	1	8.3
82	Western	1	8.3	1	8.3	0	0.0	1	8.3	3	25.0	3	25.0	3	25.0	0	0.0
83	Western	0	0.0	0	0.0	0	0.0	1	5.3	6	31.6	6	31.6	3	15.8	3	15.8
84	Western	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	40.0	2	40.0	1	20.0
85	Western	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	50.0	2	50.0	0	0.0
86	Western	0	0.0	0	0.0	0	0.0	0	0.0	2	25.0	2	25.0	4	50.0	0	0.0
87	Western	0	0.0	0	0.0	0	0.0	1	9.1	3	27.3	5	45.5	2	18.2	0	0.0
88	Western	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	50.0	4	50.0	0	0.0

Notes:
Full Time Fall entrants who persisted in their original curriculums
Cumulative averages shown are those achieved by the students at the time of this report.

Part 2, Section 27

Suffolk County Community College

Office of Institutional Services

Persistence Report
Part Time Entrants

10/27/89

This report was prepared for the A.A.S. Early Childhood curriculum.

Part 2, Section 27

A.A.S. Early Childhood Curriculum code: 330
Report Run Date: 10/27/89
Part Time students.
Persistence Through Graduation: All 'members' of the curriculum. Original persisters plus later entrants

Graduates from the total membership group ....

Date	Campus	Total Number of Members	Cumulative Grads from All Members	% Cumulative Grads from All Members
81	Eastern	6	1	16.7
82	Eastern	7	0	0.0
83	Eastern	1	0	0.0
84	Eastern	1	1	100.0
86	Eastern	3	1	33.3
87	Eastern	5	0	0.0
88	Eastern	3	0	0.0
81	Ammerman	9	1	11.1
82	Ammerman	6	1	16.7
83	Ammerman	11	3	27.3
84	Ammerman	5	2	40.0
85	Ammerman	2	2	100.0
86	Ammerman	5	3	60.0
87	Ammerman	7	1	14.3
88	Ammerman	12	0	0.0
81	Western	11	3	27.3
82	Western	10	2	20.0
83	Western	10	3	30.0
84	Western	2	1	50.0
85	Western	5	2	40.0
86	Western	7	0	0.0
87	Western	9	1	11.1
88	Western	7	0	0.0

Notes:

This report contains the details of the persistence of all of the students who entered this curriculum and continued in the program through graduation. These are the members; the original entrants and the 'later entrants'.

The cumulative grads column contains all grads to date.

Part 2, Section 27

A.A.S. Early Childhood Curriculum code: 330
Report Run Date: 10/27/89
Part Time Entrants.
Curriculum Persistence over time: All 'members' of the curriculum. Original persisters plus later entrants

Date	Campus	Semester 1		Semester 2		Semester 3		Semester 4		Semester 5		Semester 6		Semester 7		Semester 8	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
81	Eastern	6	100.0	3	50.0	4	66.7	3	50.0	4	66.7	2	33.3	2	33.3	2	33.3
82	Eastern	7	100.0	6	85.7	2	28.6	3	42.9	2	28.6	2	28.6	3	42.9	3	42.9
83	Eastern	1	100.0	0	0.0	1	100.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0
84	Eastern	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	1	100.0	0	0.0	0	0.0
86	Eastern	3	100.0	3	100.0	2	66.7	2	66.7	2	66.7	2	66.7	0	0.0	0	0.0
87	Eastern	5	100.0	4	80.0	5	100.0	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0
88	Eastern	3	100.0	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81	Ammerman	9	100.0	3	33.3	2	22.2	3	33.3	3	33.3	3	33.3	2	22.2	2	22.2
82	Ammerman	6	100.0	6	100.0	5	83.3	4	66.7	3	50.0	2	33.3	1	16.7	1	16.7
83	Ammerman	11	100.0	10	90.9	10	90.9	9	81.8	9	81.8	8	72.7	7	63.6	4	36.4
84	Ammerman	5	100.0	3	60.0	3	60.0	4	80.0	3	60.0	3	60.0	5	100.0	5	100.0
85	Ammerman	2	100.0	2	100.0	2	100.0	2	100.0	1	50.0	1	50.0	1	50.0	1	50.0
86	Ammerman	5	100.0	5	100.0	4	80.0	5	100.0	4	80.0	4	80.0	0	0.0	0	0.0
87	Ammerman	7	100.0	7	100.0	7	100.0	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0
88	Ammerman	12	100.0	12	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81	Western	11	100.0	11	100.0	5	45.5	5	45.5	5	45.5	4	36.4	3	27.3	3	27.3
82	Western	10	100.0	7	70.0	7	70.0	7	70.0	6	60.0	5	50.0	6	60.0	5	50.0
83	Western	10	100.0	7	70.0	7	70.0	5	50.0	4	40.0	4	40.0	5	50.0	4	40.0
84	Western	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	2	100.0	1	50.0	1	50.0
85	Western	5	100.0	5	100.0	5	100.0	5	100.0	3	60.0	3	60.0	3	60.0	3	60.0
86	Western	7	100.0	6	85.7	6	85.7	7	100.0	7	100.0	7	100.0	0	0.0	0	0.0
87	Western	9	100.0	9	100.0	8	88.9	9	100.0	0	0.0	0	0.0	0	0.0	0	0.0
88	Western	7	100.0	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Notes:
Part Time Fall entrants; all members.

This report contains the details of the persistence of all of the students who entered this curriculum and continued in the program through graduation and the 'later entrants'.

Persistence over time is shown by semesters attended and % of membership group attending each semester.
The numbers shown in the Semester 1 column represents the entire set of members.
Semesters shown are Falls and Springs, Summer Sessions are not included.
Dates shown are of Fall of year in which each student cohort entered.

APPENDIX AA, PAGE 4 Part 2, Section 27

A.A.S. Early Childhood Curriculum code: 330
Report Run Date: 10/27/89
Part Time Entrants.
Curriculum Persistence over credits: All 'members' of the curriculum. Original persisters plus later entrants

Date	Campus	0-10 Cr.		11-20 Cr.		21-30 Cr.		31-40 Cr.		41-50 Cr.		51-60 Cr.		61-70 Cr.		71-80 Cr.		Over 80 Cr.	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
81	Eastern	2	33.3	0	0.0	1	16.7	1	16.7	0	0.0	0	0.0	2	33.3	0	0.0	0	0.0
82	Eastern	4	57.1	0	0.0	1	14.3	1	14.3	1	14.3	0	0.0	0	0.0	0	0.0	0	0.0
83	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
84	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
86	Eastern	0	0.0	1	33.3	0	0.0	0	0.0	1	33.3	0	0.0	1	33.3	0	0.0	0	0.0
87	Eastern	0	0.0	2	40.0	1	20.0	2	40.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
88	Eastern	2	66.7	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81	Ammerman	5	55.6	1	11.1	0	0.0	1	11.1	0	0.0	0	0.0	1	11.1	0	0.0	1	11.1
82	Ammerman	0	0.0	1	16.7	3	50.0	1	16.7	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0
83	Ammerman	0	0.0	0	0.0	5	45.5	3	27.3	1	9.1	0	0.0	2	18.2	0	0.0	0	0.0
84	Ammerman	0	0.0	0	0.0	0	0.0	1	20.0	1	20.0	1	20.0	2	40.0	0	0.0	0	0.0
85	Ammerman	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	0	0.0
86	Ammerman	0	0.0	0	0.0	1	20.0	1	20.0	1	20.0	0	0.0	2	40.0	0	0.0	0	0.0
87	Ammerman	0	0.0	1	14.3	1	14.3	2	28.6	3	42.9	0	0.0	0	0.0	0	0.0	0	0.0
88	Ammerman	8	66.7	4	33.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
81	Western	5	45.5	1	9.1	1	9.1	0	0.0	2	18.2	0	0.0	2	18.2	0	0.0	0	0.0
82	Western	2	20.0	1	10.0	2	20.0	2	20.0	0	0.0	0	0.0	3	30.0	0	0.0	0	0.0
83	Western	2	20.0	4	40.0	0	0.0	1	10.0	0	0.0	2	20.0	1	10.0	0	0.0	0	0.0
	Western	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0	0	0.0
	Western	0	0.0	0	0.0	1	20.0	0	0.0	2	40.0	1	20.0	1	20.0	0	0.0	0	0.0
86	Western	0	0.0	0	0.0	2	28.6	2	28.6	2	28.6	1	14.3	0	0.0	0	0.0	0	0.0
87	Western	0	0.0	2	22.2	4	44.4	2	22.2	1	11.1	0	0.0	0	0.0	0	0.0	0	0.0
88	Western	3	42.9	3	42.9	0	0.0	1	14.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Notes:
Part Time Fall entrants; all members.

This report contains the details of the persistence of all of the students who entered this curriculum and continued in the program through graduation and the 'later entrants'.
Persistence over time is shown by semesters attended and % of membership group attending each semester.
The numbers shown in the Semester 1 column represents the entire set of members.
Semesters shown are Falls and Springs, Summer Sessions are not included.
Dates shown are of Fall of year in which each student cohort entered.

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Part 2, Section 27

A.A.S. Early Childhood Curriculum code: 330
Report Run Date: 10/27/89
Distributions of Cumulative Averages: All 'members' of the curriculum. Original persisters plus later entrants

Cumulative Average Intervals

Date	Campus	0.00		0.01-0.99		1.0-1.4		1.5-1.9		2.0-2.4		2.5-2.9		3.0-3.4		3.5-4.0	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
81	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	1	16.7	4	66.7
82	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	7	100.0
83	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
84	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
86	Eastern	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	0	0.0	1	33.3	1	33.3
87	Eastern	0	0.0	0	0.0	0	0.0	1	20.0	1	20.0	1	20.0	0	0.0	2	40.0
88	Eastern	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	1	33.3
81	Ammerman	2	22.2	0	0.0	1	11.1	0	0.0	2	22.2	2	22.2	1	11.1	1	11.1
82	Ammerman	0	0.0	0	0.0	0	0.0	1	16.7	1	16.7	0	0.0	2	33.3	2	33.3
83	Ammerman	0	0.0	0	0.0	0	0.0	1	9.1	1	9.1	0	0.0	3	27.3	6	54.5
84	Ammerman	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	0	0.0	4	80.0
85	Ammerman	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	0	0.0	0	0.0	1	50.0
86	Ammerman	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	1	20.0	3	60.0
87	Ammerman	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0	3	42.9	3	42.9
88	Ammerman	0	0.0	0	0.0	0	0.0	0	0.0	2	16.7	1	8.3	4	33.3	5	41.7
81	Western	1	9.1	0	0.0	0	0.0	0	0.0	1	9.1	2	18.2	2	18.2	5	45.5
82	Western	2	20.0	0	0.0	0	0.0	0	0.0	2	20.0	0	0.0	1	10.0	5	50.0
83	Western	0	0.0	0	0.0	0	0.0	0	0.0	1	10.0	1	10.0	3	30.0	5	50.0
84	Western	0	0.0	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	0	0.0	0	0.0
85	Western	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	1	20.0	3	60.0
86	Western	0	0.0	0	0.0	0	0.0	0	0.0	3	42.9	1	14.3	0	0.0	3	42.9
87	Western	0	0.0	0	0.0	0	0.0	0	0.0	1	11.1	3	33.3	2	22.2	3	33.3
88	Western	0	0.0	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0	2	28.6	4	57.1

Notes:
Part Time Fall entrants; all members.

This report contains the details of the persistence of all of the students who entered this curriculum and continued in the program through graduation and the 'later entrants'.

Cumulative averages shown are those achieved by the students at the time of this report.

Part 2, Section 28

SUFFOLK COMMUNITY COLLEGE

We are part of a committee that is in the process of reviewing the Early Childhood Education Program at Suffolk Community College.

We would appreciate it if you would take the time to answer the questions in the enclosed questionnaire.

We will use this questionnaire as a basis for writing our report on the current status of the resources available to the Early Childhood Education Program. We will also make recommendations based on the information we gather from your responses.

Please mail your questionnaire and any additional comments you wish to make by December 21, 1989 through interdepartmental mail in the envelope provided.

In anticipation of your cooperation, thank you.

Connie Galin

Marge Bisig

Randi Serrins

Part 2, Section 28

CAMPUS: Ammerman ____________ Western ____________ Eastern ____________

Education courses you are currently teaching: ______________________________________

____

1. Overhead Projectors

Do you use the overhead projector? Yes _____ No _____

If yes, how often? ____

If the answer to the above is yes, please continue.

How many are available? _____ Are more needed? _____

Where are they located: Office _____ Classroom _____ Other _____(where?)

Are they well maintained? Yes _____ No _____

In need of repair or replacement? Yes _____ No _____

Are replacement bulbs readily available? Yes _____ No _____

Is the overall condition:

Excellent _____ Very Good _____ Good _____ Fair _____ Poor _____

Are more needed? Yes _____ No _____

If yes, how many? _______________

2. Copy Machines

Type and number available:

Photocopy __________

Thermofax __________

Spirit Duplicator __________

Other __________

Where is each located: Secretarial Area _______ Other __________(where?)

Are they well maintained? Yes _____ No _____

In need of replacement? Yes _____ No _____

Are paper and other supplies for the machine readily

available? Yes _____ No _____

Part 2, Section 28

Is the overall condition: Excellent _____ Very Good _____ Good _____

Fair _____ Poor _____

Are more needed? Yes _____ No _____

If yes, how many? _______________

3. 16mm Film Projector

Do you use the 16mm film projector? Yes _____ No _____

If yes, how often? ____

If the answer to the above is yes, please continue.

How many are available? _____ Are more needed? _____

Where are they located: Office _____ Classroom _____ Other _____(where?)

Are they well maintained? Yes _____ No _____

In need of repair or replacement? Yes _____ No _____

Is the overall condition:

Excellent _____ Very Good _____ Good _____ Fair _____ Poor _____

Are more needed? Yes _____ No _____

If yes, how many? _______________

4. VCR

Do you use the VCR? Yes _____ No _____

If yes, how often? ____

If the answer to the above is yes, please continue.

How many are available? _____ Are more needed? _____

Where are they located: Office _____ Classroom _____ Other _____(where?)

Are they well maintained? Yes _____ No _____

In need of repair or replacement? Yes _____ No _____

Is the overall condition:

Excellent _____ Very Good _____ Good _____ Fair _____ Poor _____

Are more needed? Yes _____ No _____

If yes, how many? _______________

Part 2, Section 28

5. Computers

Do you use the computers? Yes _____ No _____

If yes, how often? ____

If the answer to the above is yes, please continue.

How many are available? _____ Are more needed? _____

Where are they located: Office _____ Classroom _____ Other _____(where?)

Are they well maintained? Yes _____ No _____

In need of repair or replacement? Yes _____ No _____

Is the overall condition:

Excellent _____ Very Good _____ Good _____ Fair _____ Poor _____

Are more needed? Yes _____ No _____

If yes, how many? _______________

a. Do you use computers in the classroom?

Yes _____ No _____

b. If yes, are your computers expandable?

Yes _____ No _____

c. Is the amount of software available adequate?

Yes _____ No _____

d. Is the software available in a timely manner?

Yes _____ No _____

e. If you don't now use computers in the classroom would you consider doing so in the future?

Yes _____ No _____

Part 2, Section 28

6. What additional equipment, materials, and supplies would you like to have made available to you? Please list by specific course and make your list as detailed as possible, even if you are not currently teaching a particular course.

Facilities and Supplies

1. Are the classrooms spacious enough? Yes _____ No _____

2. What condition are the classrooms in? Excellent _____ Very Good _____

Good _____ Fair _____ Poor _____

3. Are the classrooms adequately supplied with:

Desks Yes _____ No _____
Left Handed Desks Yes _____ No _____
Blackboard Yes _____ No _____
Blackboard Erasers Yes _____ No _____
Chalk Yes _____ No _____
Heat Yes _____ No _____
Air Conditioning Yes _____ No _____
Running Water Yes _____ No _____

Part 2, Section 28

4. Is running water in your classroom necessary for the teaching of your class? Yes _____ No _____

   Please explain why:

5. Would it be more appropriate for your class to meet in a conference room with one large table? Yes _____ No _____

6. Are instructional and support spaces adequate?

   Faculty Offices Yes _____ No _____
   Work Areas Yes _____ No _____
   Storage Areas Yes _____ No _____

7. Are office supplies readily available? Yes ______ No _____

8. Will your secretaries:

   type course outlines Yes _____ No _____
   type exams Yes _____ No _____
   xerox materials Yes _____ No _____

9. Does your secretary complete work you've requested in a timely manner?

   Yes _____ No ______

Part 2, Section 38

FOR ED33 INSTRUCTORS

1. Are there enough model program field sites of high quality (developmentally appropriate, child centered) available for our program?

   Yes _____ No _____

2. Are changes made when sites prove to be inappropriate?

   Yes _____ No _____

3. Should the number of students be restricted (as is currently done) to the number of appropriate placement positions available?

   Yes _____ No _____

THE EARLY CHILDHOOD PROGRAM Part 2, Section 28

1. Is the Early Childhood Coordinator responsive to your needs?

Yes _____ No _____

Is the Early Childhood Coordinator supportive?

Yes _____ No _____

Please feel free to comment on the above two questions below:

2. Do you find the Early Childhood Program meetings:
(please check all that apply)

helpful	Yes _____	No _____
stimulating	Yes _____	No _____
supportive	Yes _____	No _____
not worthwhile	Yes _____	No _____

Please feel free to comment on the above question below:

3. What changes in the Early Childhood courses do you recommend? Please comment below.

4. How do you perceive the reading ability of your students?

   a. good ________

   b. fair ________

   c. needs improvement ________

5. How do you perceive the writing ability of your students?

   a. good ________

   b. fair ________

   c. needs improvement ________

6. Should admission to the Early Childhood Program be

   a. be more selective ________

   b. remain the same ________

   c. be less selective ________

7. If you've taught here for at least five years do you perceive any changes in the student's abilities?

   Yes _____ No _____

   If yes, have their abilities

   Improved ________

   Decreased _______

Part 2, Section 28

Thank you for taking the time to complete this questionnaire. If you'd like to make additional comments or suggestions please do so here.

Part 2, Section 29

APPENDIX CC

SUFFOLK COMMUNITY COLLEGE LIBRARIES

Early Childhood Education Library Resources

BOOKS
1988-89

	AMMERMAN	EASTERN	WESTERN	TOTAL
No. of Books	1,750	465	565	2,780
% of Total	1.0%	1.7%	1.7%	1.5%
No. of Acqs.	57	10	20	87
% of Total	3.2%	1.0%	2.0%	2.1%
% of titles from Bks for College Libraries	55%	27%	27%	36.3%
Median Age of books				
Circ.	1972	1978	1978	
Ref.	1982	1978	1982	

Part 2, Section 30

APPENDIX DD

SUFFOLK COMMUNITY COLLEGE LIBRARIES

Early Childhood Education Library Resources

PERIODICAL SUBSCRIPTIONS
1988-89

	AMMERMAN	EASTERN	WESTERN	TOTAL
No. of Subscrps.	41	16	22	79
% of Total	6.0%	5.5%	7.0%	6.0%
No. of Circs.	1,543	272	424	2,236
% of Total	5.0%	5.6%	5.5%	5.4%

Part 2, Section 31

APPENDIX ~~DD~~ EE
SUFFOLK COMMUNITY COLLEGE LIBRARY

Periodical Holdings 1988-1989

TITLE		BEGIN END	
AMERICAN EDUCATION			
	Selden	Vol. 1, 1964-1985	I
	West	Vol. 1, 1964-1985	
	East	Vol. 5, 1968-1985	
AMERICAN EDUCATIONAL RESEARCH JOURNAL			
	Selden	Vol. 7, 1970-1984	
AMERICAN FAMILY PHYSICIAN			
	Selden	Vol. 35, 1987-	
	East	Vol. 19, 1979-	I
BIRTH/ISSUES IN PRENATAL CARE & EDUCATION			
	Selden	Vol. 15, 1988-	
CHILD DEVELOPMENT			
	Selden	Vol. 38, 1967-	
	West	Vol. 42, 1971-	
	East	Vol. 41, 1970	
CHILD DEVELOPMENT ABSTRACTS & BIBLIOGRAPHY			
	Selden REF*	Vol. 43, 1969-	
CHILD WELFARE			
	Selden	Vol. 51, 1972-	
	West	Vol. 50, 1971-	
CHILDHOOD EDUCATION			
	Selden	Vol. 46, 1970-	
	West	Vol. 60, 1983-	
CHILDREN TODAY FORMERLY: CHILDREN			
	Selden	Vol. 1, 1972-	
	West	Vol. 1, 1972-	
	East	Vol. 1, 1972-	
COMMUNICATION EDUCATION FORMERLY: SPEECH TEACHER			
	Selden	Vol. 25, 1976-	
	West	Vol. 34, 1985-	
	East	Vol. 25, 1976	
DAY CARE & EARLY EDUCATION			
	Selden	Vol. 1, 1973-	
	West	Vol. 11, 1983-	

Part 2, Section 31

TITLE			BEGIN END
DEVELOPMENTAL PSYCHOLOGY			
	Selden		Vol. 10, 1974-
	West		Vol. 4, 1971-
	East		Vol. 4, 1971-
EDUCATION			
	Selden		Vol. 96, 1975-
EDUCATION & TRAINING IN MENTAL RETARDATION			
FORMERLY: EDUC. & TRAIN. OF THE MENTALLY			
	Selden		Vol. 22, 1987-
EDUCATION DIGEST			
	Selden		Vol. 15, 1949-
	West		Vol. 36, 1970-
	East		Vol. 31, 1965-
EDUCATION INDEX			
	Selden	REF*	Vol. 10, 1955-
	West	REF*	Vol. 6, 1944-
	East	REF*	Vol. 21, 1970-
EDUCATION OF THE VISUALLY HANDICAPPED			
	Selden		Vol. 1, 1969-1984
EDUCATIONAL LEADERSHIP			
	Selden		Vol. 29, 1972-
ELEMENTARY SCHOOL GUIDANCE AND COUNSELING			
	Selden		Vol. 6, 1972-1987
ELEMENTARY SCHOOL JOURNAL			
	Selden		Vol. 72, 1972-1985
ENGLISH JOURNAL			
	Selden		Vol. 29, 1940-
	West		Vol. 58, 1969-
	East		Vol. 60, 1971-
EXCEPTIONAL CHILDREN			
	Selden		Vol. 36, 1969-
	West		Vol. 46, 1980-
	East		Vol. 39, 1972-
EXCEPTIONAL PARENT			
	Selden		Vol. 14, 1984-

Part 2, Section 31

FAMILY RELATIONS		
FORMERLY:	FAMILY COORDINATOR	
	Selden	Vol. 29, 1980-
	West	Vol. 33, 1984-
GIFTED CHILD QUARTERLY		
	Selden	Vol. 19, 1975-
HEALTH		
FORMERLY:	FAMILY HEALTH	
	Selden	Vol. 8, 1976-1981
	West	Vol. 8, 1976-1981
	East	Vol. 8, 1976-1981
HORN BOOK		
	Selden	Vol. 49, 1973-1985
INSTRUCTOR		
	Selden	Vol. 70, 1960-
	West	Vol. 80, 1970-
	East	Vol. 88, 1978-
JRNL OF CHILD PSYCHOL., PSYCHIA & ALLIED DIS.		
	Selden	Vol. 13, 1972-1981
JRNL OF EDUCATION		
	Selden	Vol.154. 1972-
JRNL OF FAMILY ISSUES		
	East	Vol. 1, 1980-
JRNL OF MARRIAGE AND THE FAMILY		
FORMERLY:	MARRIAGE AND FAMILY LIVING	
	Selden	Vol. 26, 1964-
	West	Vol. 26, 1964-
	East	Vol. 31, 1969-
JRNL OF PHYSICAL EDUCATION, RECREATION AND DANCE		
FORMERLY:	JRNL OF PHYSICAL EDUCATION AND RECREATION	
	Selden	Vol. 46, 1975-1981
JRNL OF READING		
	Selden	Vol. 13, 1970-
JRNL OF SPECIAL EDUCATION		
	Selden	Vol. 6, 1972
JUVENILE AND FAMILY COURT JOURNAL		
	Selden	Vol. 29, 1978-

Part 2, Section 31

NEA TODAY		
	Selden	Vol. 1, 1983-
	West	Vol. 2, 1984-
PTA MAGAZINE		
	West	Vol. 65, 1970-1973
PARENTS		
	Selden	Vol. 30, 1965-
	West	Vol. 52, 1977-
	East	Vol. 52, 1977-
READING TEACHER		
	Selden	Vol. 23, 1970
SCHOLASTIC UPDATE		
FORMERLY:	SENIOR SCHOLASTIC	
	Selden	Vol.115, 1983-
	West	Vol.115, 1983-
	East	Vol.115, 1983-
TEACHING EXCEPTIONAL CHILDREN		
	Selden	Vol. 4, 1972
TEACHING PRE K-8		
FORMERLY:	EARLY YEARS	
	Selden	Vol. 17, 1987-
	West	Vol. 17, 1987-
YOUNG CHILDREN		
	Selden	Vol. 25, 1969-

Part 2, Section 32

APPENDIX FF

SUFFOLK COMMUNITY COLLEGE LIBRARIES

Early Childhood Audio-Visual Materials by Format

Videos

3/4" Format

Battered Child Syndrome

Children (1971)

I Explore & I Learn (1985)

Infant Care: Breast Feeding

Terrible Twos & Trusting Threes

1/2" Format

Curriculum for Pre-School & Kindergarten

Discipline

First Three Years

How young Children Learn to Think

Play & Learning

Reading & Young Children

16mm Films

Are You Ready for the Postpartum Experience?

Autism's Lonely Children

Behavior Modification

Big Boys Can Cry

Child

Child Watchers

Child's Play: Window on Development (1978)

Part 2, Section 32

Childhood: the Enchanted Years

Discipline & Self Control (1959)

Learning & Behavior

My Own Yard to Play In

Red Balloon (1956)

Robin, Peter & Darryl: Three to the Hospital (1969)

Summerhill

Filmstrips

Child Abuse & Neglect (1975)

Child Abuse & Neglect (1978)

Child's Point of View (1973)

Child's Relationship With the Family (1973)

Death (1975)

Development of Feelings in Children (1973)

Human Development: The First 2-1/2 Years (1975)

Human Development: 2-1/2 to 6 Years (1975)

Illness (1975)

Preparing for Parenthood (1977)

Preparing the Child for Learning (1973)

Preparing to Give Birth (1977)

Slide Sets

Battered Child Syndrome (1971)

Infant Nutrition (1973)

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

NURSERY EDUCATION PROGRAM

FOLLOW-UP SURVEY & EVALUATION

FOR THE CLASS OF 1977

NOVEMBER 1978

DARLENE HOCHMAN
PROGRAM LEADER
NURSERY EDUCATION

Marjorie P. Doyle
Chairperson
Division of Nursing, Health
& Physical Education

James V. Brennan
Department Head
Health Careers

15 DG

Part 2, Section 33

36

1985 - Follow up grads (36 out of 45 79.9% response)

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

EARLY CHILDHOOD PROGRAM

FOLLOW-UP SURVEY

Year of Graduation 1985

1. Home Campus
   - A. Selden 19 - 52.8%
   - B. Brentwood 15 41.7
   - C. Riverhead 1 2.8

1 - no answer

(If you transferred to a four year program, please go to question 6. All graduates please answer questions 9 through 14).

2. I am presently employed
   - A. Full time 17 47.2
   - B. Part time 1 - 2.8
   - C. Unemployed by Choice 2 - 5.6
   - D. Unemployed 1 - 2.8

3. My employment
   - A. is related to studies at S.C.C.C. 11 30.6
   - B. is not related to studies at S.C.C.C. 6 16.7

Type of employment: (private nursery school, day care, head start, other etc.) ______

Position or Title: ______

4. Location of Employment
   - A. Suffolk 14 38.9
   - B. Nassau 2 5.6
   - C. Other N.Y. County
   - D. Out of State 1 2.8

5. Salary Range
   - A. Less than $6,000 1/2.8
   - B. $7,000 - $11,000 5/13.9
   - C. $11,000 - $13,000 5/13.9
   - D. Over $13,000 5/13.9

6. I have transferred to a baccalaureate program.
   - A. Yes 26
   - B. No ______
   - School 58.3
   - Location ______

7. Area of Study:
   - A. Early Childhood 3 8.3
   - B. Elementary Education 16 44.4
   - C. Special Education 4 11.1
   - D. Psychology ______
   - E. Other 1 2.8

Please explain "other". ______

BEST COPY AVAILABLE

Part 2, Section 3 3

8. Please indicate the total number of Associate Degree credits accepted at the baccalaureate level.
A. All A.A.S. credits 14 38.9 %
B. 50-60 credits 10 27.8
C. 40-50 credits 1 2.8
D. Below 40 credits ____

9. Which best describes your perception of the Early Childhood courses in preparing you for either employment or transfer to a four year school?

Extremely Helpful	Quite Helpful	Adequately Helpful	Not At All Helpful
A. (~~[illegible]~~) 21 58.3	B. (8) 22.2 %	C. (5) 13.9	D. (2) 5.6

10. Which best describes the Early Childhood field work experience?

Extremely Helpful	Quite Helpful	Adequately Helpful	Not At All Helpful
A. (25) 69.5	B. (6) 16.7	C. (4) 11.1	D. (1) 2.8

11. Has your education at Suffolk County Community College contributed positively to your personal and/or professional development?
A. Yes 34 94.4 % B. No 2 5.6 %

12. If you were entering college now and interested in working with young children as a profession would you select the Early Childhood Curriculum?
A. Yes 34 94.4 B. No 2 5.6 %

13. Would you recommend the Early Childhood Program at Suffolk County Community College to someone else interested in pursuing a career in this field?
A. Yes ~~[illegible]~~ 100 % 36 B. No ~~[illegible]~~

14. Were you satisfied with the education/courses at Suffolk County Community College?
A. Yes 35 97.2 B. No 1 2.8 %

The following items are optional, but your answers would be appreciated.

15. Age group at time of graduation.
A. 20-24 24 66.7
B. 25-35 4 11.1
C. 35-45 6 16.7
D. Over 45

16. Sex:
A. Female 36 100 %
B. Male ____

APPENDIX GG; PAGE 5 Part 2, Section 33

17. Marital Status
   - A. Married 12 33.3
   - B. Never Married 18 50%
   - C. Divorced 2 5.6%
   - D. Separated 1 2.8
   - E. Widow ____

3 unanswered

18. Present residence (County, State) ______________________

Please feel free to make any comments ______________________

____

____

Your name is not necessary, but you may print it here. __________

Thank You.

Part 2, Section 34

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

EARLY CHILDHOOD PROGRAM
FOLLOW-UP SURVEY & EVALUATION
FOR THE CLASS OF 1978

NOVEMBER 1979

DARLENE HOCHMAN
PROGRAM LEADER
EARLY CHILDHOOD

Majorie P. Doyle
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James V. Brennan
Department Head
Health Careers

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Nursery Education Graduate Follow-Up Questionnaire	11-13

The Nursery Education Graduate Follow-up Questionnaire and Program Evaluation is designed for specific use with those students who have either completed the two-year Nursery Education Assistant Program courses at Suffolk County Community College or who have received an Associate of Arts Degree in Nursery Education from the college. The study was conducted in order to provide the faculty and college administration with information about the outcomes of the program while also attempting to determine the levels of success achieved by the students in attaining their personal educational goals. Since all students were enrolled in the Nursery Education curriculum emphasis, it is assumed that all had, as part of their academic objectives, a desire to pursue employment or advanced degrees in areas concerning children.

SAMPLE

The Nursery Education Graduate Follow-up Questionnaire and Program Evaluation was sent to 27 students who had either completed the Nursery Education program sequence or graduated from Suffolk County Community College with an emphasis in Nursery Education in June, 1977. Fifteen students had actually graduated in that year. Twenty-three forms were returned, but only twenty were completely filled out. The data that follows is based on the analysis of the twenty (20) completed forms. All students in that class are female.

METHOD

Both the Questionnaire and Evaluation forms were developed and unanimously agreed upon by all instructors in the Nursery Education Program. The factual information asked in the Questionnaire was determined to be vital to any objective assessment of the Program, while the Evaluation form would be used to assess the students' perception of progress toward or achievement of their teaching/educational goals.

The Evaluation form is presented in a scale format which has been subdivided into three major competency areas: Personal Development and Professional Attitudes; Practical Skills and Theoretical Knowledge. The statements included under each heading were formulated from the behavioral objectives contained in the Program's course outlines. The form consists of a total of fifteen statements in which the student is asked to rate her perception of helpfulness of each area in fulfilling her employment or academic goals by selecting the appropriate heading. The five headings are "Extremely Helpful", "Quite Helpful", "Adequately Helpful", "Not At All Helpful" and "Hindered By Effectiveness".

Students were sent a packet containing a cover letter, the Follow-up Questionnaire, the Program Evaluation form and a postage paid return envelope. The cover letter explained the purpose of and need for an evaluation of the Nursery Education Program and requested a prompt reply. Although anonymity was promised, all students but one chose to sign their names. A second mailing was sent out to those who did not respond and this resulted in a few more returns. A copy of both the cover letter and the evaluation form can be found at the end of this document.

RESULTS

There were 10 students (50%) who were between the ages of 18 and 23 years, 8 students (40%) between the ages of 24 and 35, and one student (5%) who was over 35. One student did not give her age.

Sixty percent of the students indicated that they were employed in some measure and thirty percent had transferred at the time the questionnaire was received. Twenty-five percent (5) were employed full-time, twenty percent (4) part-time, fifteen percent (3) employed and attending classes as a part-time student. Six (30%) stated that they were full-time students at a four-year institution and 2 (10%) were neither employed nor attending school.

When asked if the college degree itself was helpful in obtaining employment, eleven students (55%) said yes, three (15%) said no. In answering the two-part question as to whether the Nursery Education Program adequately prepared them for their present positions, 13 (65%) said yes in reference to their academic pursuits while only 1 (5%) answered no to the same and 8 (40%) felt the program adequately prepared them for present employment while 3 (15%) did not.

Seven students (35%) are presently employed in areas relating to Nursery Education and of the 18 students who have graduated from Suffolk as of June 1978, 10 (55%) have enrolled in academic programs related to the Nursery Education field. This means that a total of 17 students (85%) have continued their education or employment in the Nursery Education area.

As to transferability of Nursery Education courses, all were completely transferable to Cortland College, New York, Colorado State University at For Collins, St. Joseph's College, New York and Dowling College, New York, which have Education Programs. Only the State University at Stony Brook did not give full credit since they no longer have an education program, and that student is now majoring in Social Science with a minor in Child and Family Care.

Table I, which follows, gives the results of the students' evaluation of the helpfulness of each of the Nursery Education courses.

TABLE X

STUDENTS' EVALUATION OF HELPFULNESS OF NURSERY EDUCATION COURSES

		EXTREMELY HELPFUL		QUITE HELPFUL		ADEQUATELY HELPFUL		NOT AT ALL HELPFUL		HINDERED MY EFFECTIVENESS	
		%	#	%	#	%	#	%	#	%	#
NE 11	Introduction to Early Childhood Programs	45	9	20	4	30	6	0		0	
NE 21	Early Childhood Activities	70	14	30	6	0	0	0		0	
NE 25	Creative Activities: Art	65	13	25	5	10	2	0		0	
NE 33	Instructing the Preschool Child	90	18	5	1	5	1	0		0	
NE 35	Creative Activities: Music	45	9	15	3	40	8	0		0	
NE 44	The Child and His/Her World	95	19	5	1	0	0	0		0	
NE 45	Creative Activities: Children's Literature & Dramatic Art	80	16	3	15	0	0	0		0	

In addition to the above and because the field work experience in both NE:33 Instructuring the Preschool Child and NE 44: The Child and His/Her World is a basic, practical and philosophical component to the Nursery Education Program, a separate question was included asking the students to indicate the value this experience was for them. Ninety-five percent (19) stated that the field work experience was either "extremely valuable" (85%, 17) or "very valuable" (10%, 2) and one (5%) felt it was "valuable".

The second table presented gives the results of the students' perceptions of the helpfulness of each of the areas listed in fulfilling either academic or employment requirements. Again, both the percentage and number of responses are indicated.

TABLE II

STUDENTS' PERCEPTION OF HELPFULNESS OF SPECIFIC CURRICULUM/CONTENT AREAS

PERSONAL DEVELOPMENT & PROFESSIONAL ATTITUDES	EXTREMELY HELPFUL		QUITE HELPFUL		ADEQUATELY HELPFUL		NOT AT ALL HELPFUL		HINDERED BY EFFECTIVENESS
	%	#	%	#	%	#	%	#	%
1.Ability to work cooperatively & effectively with director, aides&teachers.	85	17	10	2	5	1	0		0
2.Ability to assess personal strengths & weaknesses in the classroom.	65	13	30	6	5	1	0		0
3.Ability to accept cultural differences.	80	16	5	1	10	2	5	1	0
4.Ability to understand &work with children on an individual & group basis.	80	16	10	2	10	2	0		0
5.Ability to involve parents in classroom experiences.	20	4	40	8	25	5	15	3	0
6.Awareness of professional organizations, conferences & continuing education.	55	11	20	4	25	5	0		0

GG-1; PAGE 9a

PRACTICAL SKILLS:	EXTREMELY HELPFUL		QUITE HELPFUL		ADEQUATELY HELPFUL		NOT AT ALL HELPFUL		HINDERED BY EFFECTIVENESS
	%	#	%	#	%	#	%	#	%
1. Ability to design a room permitting maximum freedom for safe exploration.	75	15	20	4	5	1	0		0
2. Ability to plan experiences based upon observations of child.	70	14	25	5	5	1	0		0
3. Ability to effectively understand a child's verbal communication.	60	12	35	7	5	1	0		0
4. Ability to assess child's & needs in planning appropriate experiences.	75	15	20	4	5	1	0		0
5. Ability to assess group's abilities and needs in planning appropriate experiences.	75	15	20	4	5	1	0		0
6. Ability to communicate effectively in writing (prepare written records, plans & forms as indicated by your employer/college).	65	13	20	4	10	2	0		0
THEORETICAL KNOWLEDGE:									
1. Information about child development.	90	18	10	2	0	0	0		0
2. Information about current issues in early childhood.	70	14	20	4	10	0	0		0
3. Awareness of early childhood education programs.	80	16	10	2	10	0	0		0

DISCUSSION

The findings of the Nursery Education Assistant Program Survey and Evaluation indicate that the majority of students (over 80%) who have completed the Nursery Education Assistant Program felt that the Program curriculum and experience prepared them for their present employment or academic situations. This is further reinforced by the fact that there were no negative responses by the entire group when asked about the helpfulness of specific courses in the Program. The field work experience received consistently high ratings in terms of its value to the students. Accompanying unsolicited personal letters gave further support to this conclusion.

The students' responses toward the achievement of specific behavioral objectives was also very positive, with only the statement "ability to involve parents in classroom experiences" receiving 3 "not at all helpful" ratings. This finding will be considered in next semester's course planning. The high ratings in the area of Theoretical Knowledge also imply that the concepts and philosophies introduced in the course Introduction to Early Childhood Program (NE 11) were found to be very relevant (over 90%), although when rating the helpfulness of the course itself, only 65% indicated a very positive attitude (30% responded it was "adequate"). This apparent inconsistently may be explained by the reinforcement these concepts and philosophies received throughout the Program, while the initial impact of these learnings in the Introductory course itself may not be fully appreciated by the students.

The high percentage of students presently involved in the early childhood education area (85%) demonstrates the high interest and motivation level maintained throughout the Program and the support received by students from all faculty members. While most students begin the Program as part-time and/or evening students, many (55%) were encouraged and inspired to continue their education because of the knowledge and growth gained from the course work and field work experience. This desire to develop further, both as an individual and as a professional, can be interpreted as an indication of the quality of the instruction and curriculum content of the Nursery Education Program and is to encourage and foster self-actualization, the desired goal of any college curriculum.

DH/vm
11/22/78

Part 2, Section 34

Suffolk County Community College

SELDEN CAMPUS (516) 233-5174

533 COLLEGE ROAD, SELDEN, NEW YORK 11784

April 5, 1978

Dear Graduate:

Many of you have kept in touch with me about your progress and this has been informative and enjoyable. At the present time, the Nursery Education Program at Suffolk County Community College is interested in evaluating the effectiveness of its curriculum in helping you achieve your employment/academic goals. In order to do so, we ask that you respond to and complete the enclosed questionnaire. Please answer pertinent questions and return the forms in the postage-paid envelope.

Your replies will make a significant contribution to future program planning and will be of invaluable assistance in guiding future students. Please help us to provide a more effective Nursery Education Program by responding to our survey.

Thank you for your help.

Sincerely,

Darlene Hochman
Program Leader
Nursery Education Program

DH/vm
Enc.

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

NURSERY EDUCATION GRADUATE FOLLOW-UP QUESTIONNAIRE

a) Year of graduation ________ or if you did not graduate

b) Year of completing Nursery Education 44 _______

c) Age at graduation or completion of Nursery Education courses______

d) Sex_____

Are you now:

a) Employed full time________

b) Employed part time______

c) Employed and attending classes as a part-time student ____________

d) A full-time student at a four-year college ______

If employed, please give:

a) Title of position ____

b) Employer's name & address ________________________________

____

c) Your degree or education at Suffolk Community College helpful in obtaining employment? Yes_________ No_________

Is your present employment related to Nursery Education? Yes____ No_____

If you transferred to a four-year institution, please give name and address of school.

____

____

Please check the Nursery Education courses for which transfer credit was not given:

____NE 11 Introduction to Early Childhood Program
____NE 22 Early Childhood Activities
____NE 25 Creative Activities: Art
____NE 33 Instructing the Preschool Child
_____NE 35 Creative Activities: Music
_____NE 44 The Child and His/Her World
____NE 45 Creative Activities: Children's Literature & Dramatic Arts

Is your present field of academic study related to your programs at Suffolk Community College? YES_______ NO_______

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

NURSERY EDUCATION PROGRAM EVALUATION

INSTRUCTIONS: Please give your perception of the helpfulness of each of the following areas of the Nursery Education Program in fulfilling your employment/academic requirements (place a check under the appropriate heading).

PERSONAL DEVELOPMENT & PROFESSIONAL ATTITUDE:	EXTREMELY HELPFUL	QUITE HELPFUL	ADEQUATELY HELPFUL	NOT AT ALL HELPFUL	HINDERED BY EFFECTIVENESS
1. Ability to work cooperatively & effectively with director, aides & teachers	( )	( )	( )	( )	( )
2. Ability to assess personal strengths & weaknesses in the classroom	( )	( )	( )	( )	( )
3. Ability to accept cultural differences.	( )	( )	( )	( )	( )
4. Ability to understand & work with children on an individual & group basis.	( )	( )	( )	( )	( )
5. Ability to involve parents in classroom experience.	( )	( )	( )	( )	( )
6. Awareness of professional organizations, conferences & continuing education.	( )	( )	( )	( )	( )

PRACTICAL SKILLS:	EXTREMELY HELPFUL	QUITE HELPFUL	ADEQUATELY HELPFUL	NOT AT ALL HELPFUL	HINDERED BY EFFECTIVENESS
1. Ability to design a room permitting maximum freedom for safe exploration.	( )	( )	( )	( )	( )
2. Ability to plan experiences based upon observations of child.	( )	( )	( )	( )	( )
3. Ability to effectively understand child's verbal communication.	( )	( )	( )	( )	( )
4. Ability to assess child's abilities and needs in planning appropriate experiences.	( )	( )	( )	( )	( )
5. Ability to assess group's abilities and needs in planning appropriate experiences.	( )	( )	( )	( )	( )
6. Ability to communicate effectively in writing (prepare written records, plans & forms as indicated by your employer/college).	( )	( )	( )	( )	( )
THEORETICAL KNOWLEDGE:					
1. Information about child development.	( )	( )	( )	( )	( )
2. Information about current issues in early childhood.	( )	( )	( )	( )	( )
3. Awareness of early childhood education programs.	( )	( )	( )	( )	( )

Part 2, Section 35

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

EARLY CHILDHOOD PROGRAM
FOLLOW-UP SURVEY & EVALUATION
FOR THE CLASSES OF
1979 AND 1980

NOVEMBER 1981

DARLENE HOCHMAN
PROGRAM LEADER
EARLY CHILDHOOD

Part 2, Section 35

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Part 2, Section 35

The Early Childhood Graduate Follow-up Questionnaire and Program Evaluation has been designed for specific use with those students who have either completed the two-year Early Childhood Assistant Program courses at Suffolk County Community College or who have received an Associate of Arts Degree in Early Childhood from the college. The study was conducted in order to provide the faculty and college administration with information about the outcomes of the program while also attempting to determine the levels of success achieved by the students in attaining their personal educational goals. Since all students were enrolled in the Early Childhood curriculum emphasis, it is assumed that all had, as part of their academic objectives, a desire to pursue employment or advanced degrees in areas concerning children.

SAMPLE

The 1978 Early Childhood Graduate Follow-up Questionnaire and Program Evaluation was sent to 31 students who had either completed the Early Childhood Program sequence or graduated from Suffolk County Community College with an emphasis in Early Childhood in June, 1978. Three students could not be reached, thus limiting the study to 28 students. Eighteen completed forms were returned. The data that follows is based on the analysis of the completed forms. (18 forms) All students in that class are female.

METHOD

Both the Questionnaire and Evaluation forms were developed and unanimously agreed upon by all instructors in the Early Childhood Program. The factual information asked in the Questionnaire was determined to be vital to any objective assessment of the Program, while the Evaluation form would be used to assess the students' perception of progress toward or achievement of their teaching/educational goals. Demographic information was voluntarily requested to further clarify and assess students' needs.

The Evaluation form is presented in a scale format which has been subdivided into three major competency areas: Personal Development and Professional Attitudes; Practical Skills and Theoretical Knowledge. The statements included under each heading were formulated from the behavioral objectives contained in the Program's course outlines. The form consists of a total of fifteen statements in which the student is asked to rate her perception of helpfulness of each area in fulfilling her employment or academic goals by selecting the appropriate heading.

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Part 2, Section 35

The five headings are "Extremely Helpful", "Quite Helpful", "Adequately Helpful", "Not at All Helpful" and "Hindered My Effectiveness".

Students were sent a packet containing a cover letter, the Follow-up Questionnaire, the Program Evaluation form and a postage paid return envelope. The cover letter explained the purpose of and need for an evaluation of the Early Childhood Program and requested a prompt reply. Although anonymity was promised, many students chose to sign their names. A second mailing was sent out to those who did not respond and this resulted in a few more returns. A copy of both the cover letter and the evaluation form can be found at the end of this document.

RESULTS

There were 6 students(33.3%)who were between the ages of 19 and 24 years, 4 students(22.2%) between the ages of 25 and 29 years, 02 students (11.1%) between the ages of 30 and 34 years, one student between the ages of 35 and 39 years, 2 students between the ages of 40 and 44 years and one student betwen the ages of 45-49 years. Two students declined giving their ages.

Six students (33.3%) are presently employed in areas relating to Early Childhood and of the 10 students who have graduated from Suffolk as of June 1979, 6 (33.3%) have enrolled in academic programs related to the Early Childhood Education. This means that a total of 12 students (66.6%) have continued their education or employment in the Early Childhood area. All students, are working in Early Childhood Programs within Suffolk County. Those students who were not employed nor who had transferred, indicated this was a chose they had made for personal reasons, (moving, marriage, etc.). Early Childhood program courses were completely transferable to Queens College, New York, St. Joseph's College, New York, Dowling College, New York and Ohio University, Ohio.

Table I, which follows, gives the results of the students' evaluation of the helpfulness of each of the Early Childhood courses.

In addition to the above and because the field work experience in both NE 33: Instructing the Preschool Child and NE 44: The Child and His/Her World is a basic, practical and philosophical component to the Early Childhood Program, a separate question was included asking the students to indicate the value this experience was in preparing them for either employment or an Early Childhood Program or for transfer to a baccalaureate. Ninety-five percent (17) stated that the field work experience was "extremely helpful" and five percent (1) stated that was "quite helpful."

The second table presented gives the results of the students' perceptions of the helpfulness of heach of the area listed in fulfilling either academic or employment requirements. Again, both the percentage and number of responses are indicated.

When asked "if you were now to enter college and were interest in working with young children as a profession, would you select the same curriculum (Early Childhood) again," 100% (18) responded to the affirmative. Students also unanimously indicated (18, 100%) they would recommend the Early Childhood Program to others and would, choose, again, to attend Suffolk County Community College.

Students were asked if they felt any specific areas of Early Childhood instruction needed strengthing. Seventy-eight percent (14) stated they couldn't think of any and/or felt the program dealt with "all areas of importance in child development" and this "each area was well planned and developed, I was extremely well prepared." Women present (2) felt more coverage could be given to working with parents, five percent (1) each suggested more information be included about special education and professional journals.

The findings of the Early Childhood Assistant Program Survey and Evaluation indicate that all of the students who have completed the Early Childhood Assistant Program and participated in the follow-up study felt that the Program curriculum and experience prepared then for their present employment or academic situations. This is further reinforced by the fact that there were almost no negative responses by the entire group when asked about the helpfulness of specific courses in the Program. The field work experience received, as in previous years, high ratings in terms of its value to the students. Accompanying unsolicited personal letters gave further support to this conclusion.

The students' responses toward the achievement of specific behavioral objectives was very positive. The suggestions given about special education, parent involvement and professional journals will be considered in future course planning.

The percentage of students presently involved in the Early Childhood Education area (66.6%) demonstrates the high interest and motivation level maintained throughout the Program and the support received by students from all faculty members. Some of those (22.2%) not in the field at present indicated they hoped to be so in the future. While most students begin the Program as part-time and/or evening students, they were all encouraged and inspired to continue their education because of the knowledge and growth gained from the course work and field work experience. This desire to grow, both as an individual and as a professional, can be interpreted as an indication of the quality of the instruction and curriculum content of the Early Childhood Program. To encourage and foster self-actualization is the desired goal of any college curriculum.

DH;JVB/rw;sh
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APPENDIX GG-2, Page 7

Part 7 Section 35

TABLE I

STUDENTS' EVALUATION OF HELPFULNESS OF NURSERY EDUCATION COURSES

COURSE	EXTREMELY HELPFUL		QUITE HELPFUL		ADEQUATELY HELPFUL		NOT AT ALL HELPFUL		HINDERED MY EFFECTIVENESS	
	%	#	%	#	%	#	%	#	%	#
NE 11 Introduction to Early Childhood Programs	62.1	11	22.2	4	11.1	2	5.6	1	0	0
NE 22 Early Childhood Activities	88.9	16	11.1	2	0	0	0	0	0	0
NE 25 Creative Activities: Arts	66.7	12	22.2	4	5.6	1	0	0	0	0
NE 33 Instructing the Preschool Child	88.9	16	11.1	2	5.6	1	0	0	0	0
NE 35 Creative Activities: Music	55.6	10	27.8	5	11.1	2	0	0	0	0
NE 44 The Child and His/Her World	94.4	17	5.6	1	0	0	0	0	0	0
NE 45 Creative Activities:	12.2	13	27.8	5	0	0	0	0	0	0

Part 2, Section 35

TABLE II

STUDENTS' PERCEPTION OF HELPFULNESS OF SPECIFIC CURRICULUM/CONTENT AREAS

	EXTREMELY HELPFUL		QUITE HELPFUL		ADEQUATELY HELPFUL		NOT AT ALL HELPFUL		HINDERED MY EFFECTIVENESS	
PERSONAL DEVELOPMENT & PROFESSIONAL ATTITUDES:	%	#	%	#	%	#	%	#	%	#
1. Ability to work cooperatively & effectively with director, aides & teachers.	72.2	13	22.2	4	5.6	1	0	0	0	0
2. Ability to assess personal strengths & weaknesses in the classroom.	61.1	11	33.1	6	5.6	1	0	0	0	0
3. Ability to accept cultural differences.	66.7	12	11.2	2	16.7	3	5.6	1	0	0
4. Ability to understand & work with children on an individual & group basis.	83.3	15	11.2	2	5.6	1	0	0	0	0
5. Ability to meet & work cooperatively with parents.	38.9	7	16.7	3	38.9	7	16.7	3	0	0
6. Awareness of professional organizations, conferences & continuing education.	50	9	27.8	5	22.2	4	0	0	0	0
PRACTICAL SKILLS:										
1. Ability to design a room permitting maximum freedom for safe exploration.	61.1	11	38.9	7	0	0	0	0	0	0
2. Ability to plan experiences based upon observations of child.	72.2	13	22.2	4	5.6	1	0	0	0	0
3. Ability to effectively understand a child's verbal communication.	66.7	12	33.3	6	0	0	0	0	0	0
4. Ability to assess child's abilities & needs in planning appropriate experiences.	50	9	44.4	8	5.6	1	0	0	0	0
5. Ability to assess groups abilities & needs in planning appropriate experiences.	50	9	44.4	8	5.6	1	0	0	0	0
6. Ability to communicate effectively in writing (prepare written records, plans & forms as indicated by your employer/college).	72.2	13	11.2	2	16.7	3	0	0	0	0
THEORETICAL KNOWLEDGE:										
1. Knowledge of child development.	66.7	12	27.8	5	5.6	1	0	0	0	0
Knowledge of current issues in early childhood.	55.6	10	27.8	5	11.2	2	5.6	1	0	0
3. Awareness of early childhood education programs.	66.7	12	16.7	3	16.7	3	0	0	0	0

Part 2, Section 36

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Part 2, Section 36

RATIONALE

As part of our on-going process of self-examination and self-evaluation, the Early Childhood Program of Suffolk County Community College conducts Follow-up Surveys of its graduates for each preceding year. The studies are conducted so as to provide the faculty, the college administration and the public with specific information about the outcomes of the Program while also being concerned with students' attainment of individual educational/occupational/personal goals. The Early Childhood Follow-up Questionnaire and Program Evaluation is designed specifically for use with those students who have completed the two year Early Childhood Program sequence at Suffolk County Community College and earned the Associate of Arts Degree. Although the majority of students enrolled in this curriculum desired employment in the area intended or to pursue advanced degrees, a few also entered the area for personal reasons.

SAMPLE

Two groups are being evaluated in this survey, those students who completed the Associate of Arts Degree in Early Childhood either in June, 1979 or 1980 are included. Each class had the questionnaires sent out one year after completing the program, so the time span for each is the same and consistent with previous surveys. For the June, 1979 class, 17 questionnaires were sent, (2 were returned because of change of address) 13 (76%) were returned but only 11 (65%) could be used because of lack of completeness. Of the June, 1980 class, 36 questionnaires were sent and 26 (72%) were returned and used for this study. The 1980 survey included Early Childhood Program graduates from the Selden (17 or 65.4%), Brentwood (5 or 19.2%) and Riverhead (4 or 15.4%) campuses.

Part 2, Section 36

Demographic information was requested, but answers were optional. Of the 3 who responded to this section (for both years), 10 (27.7%) were between 18 and 21 years of age, 8 (22.1%) were between 25 and 29 years of age, 6 (16.6%) were between 30 and 34 years of age. 3 (8.2%) were between 35 and 39 years of age. 6 (16.6%) were between 40 and 44 years of age; 2 (5.5%) were between 45 and 49 years of age and one (2.8%) was over 50. Thirteen graduates had never married, nineteen were presently married; all are residing in Suffolk County. One respondent of the 36 is male.

METHOD

Both the questionnaire and evaluation forms were developed and unanimously agreed upon by instructors in the Early Childhood Program. The factual information asked in the questionnaire was determined to be vital to any objective assessment of the program. The evaluation form would also be used to assess the students' perception of progress toward or achievement of their educational/occupational/personal goals. Demographic information was voluntarily requested to further clarify and assess students' needs.

Students were sent a packet containing a cover letter, the Follow-Up Questionnaire, (the Program Evaluation Form) and a postage paid return envelope. The cover letter explained the purpose of and need for an evaluation of the Early Childhood Program and requested a prompt reply. Although anonymity was promised, many students chose to sign their names. A second mailing was sent out to those who did not respond and this resulted in a few more returns. A copy of both the cover letter and the evaluation form can be found at the end of this document.

Part 2, Section 36

RESULTS

The great majority of those students seeking employment in the early childhood field achieved their goals. For the 1979 graduates 54.5% (6 students) and for the 1980 graduates 46.3% (12) found positions as assistants, teachers or administrators in either public school early childhood programs, private pre-schools, co-operative nursery schools or day care centers. Only 15.4% (4) of the 1980 group were not employed in early childhood programs (1 graduate, (3.8%) was unemployed by choice).

In the 1979 class, 72.7% (8) and in the 1980 class 34.6% (9) transferred and continued their education at four-year institutions. All have enrolled in areas relating to education (early childhood, elementary, special education, psychology) and all report having all their credits taken at Suffolk County Community College accepted toward their four year baccalaureate degrees.

In addition to the above, and because the field work experiences in both NE 33: Instructing the Preschool Child and NE 44: The Child and His/Her World are an essential practical and philosophical component to the Early Childhood Program, a separate question was included asking the students to indicate the value this experience was in preparing them either for employment in an Early Childhood Program or for transfer to a baccalaureate program. In 1979, 90.9% (10) stated that the field work was "Extremely Helpful" and in 1980, 92.3% (24) also, thought it to be thus. When asked if they would pursue this area of study again, both classes overwhemingly said "yes". In the 1979 class, 90.9% (10) and in the 1980, 100% (26) agreed. In both graduate groups, students were unanimously positive (100% responded "yes") in their response to the question of "Would you recommend the Early Childhood Program at Suffolk County Community Community College to someone else?"

Part 2, Section 36

Students were also asked if they were satisfied with their total educational program at Suffolk County Community College, and, once again, their responses were exceedingly positive. Ninety-one percent of the 1979 class and one hundred percent of the 1980 class answered in the affirmative.

DISCUSSION

The findings of the Early Childhood Program Survey and Evaluation indicate that all of the students who have completed the Early Childhood Program and participated in the follow-up study felt that the program curriculum and experience prepared them for their present employment or academic situations. This is further reinforced by the fact that there were no negative responses by the entire group when asked about the helpfulness of the program in achieving their goals. The field work experience received, as in previous years, high ratings in terms of its value to the students. Accompanying unsolicited personal letters gave further support to this conclusion.

The high percentage of students presently involved in the Early Childhood area (in 1979, 100% (11) had either transferred to a four-year institution or were employed in an early childhood program; in 1980, 80.8% (21) had one the same) signifies the high student interest, motivation level and quality teaching maintained throughout the program and demonstrates the support received by students from the early childhood faculty.

Most students begin the Early Childhood Program as part-time students. These students usually have other responsibilities and commitments and so their completion of this degree can be interpreted as a significant step toward realization of their life goals. They were all encouraged, inspired and supported to continue on this journey via the course work, the field work and the instructors.

Part 2, section 3 b

Suffolk County Community College

SELDEN CAMPUS (516) 451-4110

533 COLLEGE ROAD, SELDEN, NEW YORK 11784

Dear Graduate:

Many of you have kept in touch with me about progress and this has been informative and enjoyable. At the present time, the Early Childhood Program at Suffolk County Community College is interested in evaluating the effectiveness of its curriculum in helping you achieve your employment/academic goals. In order to do so, we ask that you respond to and complete the enclosed questionnaire. Please answer pertinent questions and return the forms in the postage-paid envelope.

Your replies will make a significant contribution to future program planning and will be of invaluable assistance in guiding future students. Please help us to provide a more effective Early Childhood Program by responding to our survey.

Thank you for your help.

Sincerely,

Darlene Hochman
Program Leader
Early Childhood Program

DH/rw
Enc.

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EASTERN CAMPUS
Speonk Riverhead Road

COLLEGE ADMINISTRATIVE OFFICES
533 College Road

WESTERN CAMPUS

Part 2, Section 8b

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS
EARLY CHILDHOOD PROGRAM

EARLY CHILDHOOD FOLLOW-UP QUESTIONNAIRE
FOR GRADUATES OF S.C.C.C.

INSTRUCTIONS: Please read and respond to the questionnaire as it relates to your experiences and perceptions.

Home Campus. 1. Selden ____ 2. Brentwood ____ 3. Riverhead ____
4. Year of Graduation __________
5. Year of Completing HE 44 __________

I. EMPLOYMENT (If you have transferred to a four year program, please go on to part II)

Summary of Present Employment Status: (Check those statements which most accurately describe your situation.)

6. My present employment is related to Early Childhood studies at S.C.C.C. ____
7. I am employed in another type of work (please explain). ____

8. I am not employed. (please explain). ____

If your employment is related to your Early Childhood Studies, do you work

9. Full Time ____
10. Part Time ____

Current Employment: (Check Appropriate Lines)

11. Private Nursery School ____
12. Co-operative Nursery School ____
13. Public School Program ____
14. Head Start Program ____
15. Day Care Center ____
16. Home Day Care ____
17. Other
(Optional) Name of Program ______________________________

Type of Position: (Check Appropriate Line)

18. Teaching Assistant ____
19. Teacher ____
20. Administrator ____
21. Other (Explain) ______________________________

Location of Employment:

22. Suffolk ____
23. Nassau ____
24. Other N.Y. County ____
25. Out of State ____

Present Salary:

26. Less than $6,000 ____
27. $7,000 - $11,000 ____
28. $11,000 -$13,000 ____
29. Over $13,000 ____

If you would like to add any comments concerning Part I, please do so here.

____
____
____
____
____

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Part 2, Section 3b

II. TRANSFER INFORMATION

Did you transfer to a baccalaureate program? 30. Yes ____ 31. No ____

If yes to the above, please identify the school. ______________________

Major Area of Study:

32. Early Childhood Education ____
33. Elementary Education ____
34. Special Education ____
35. Psychology ____
36. Liberal Arts ____
37. Other (Explain) ____

Please indicate the total number of Associate Degree credits accepted at the baccalaureate level.

38. All A.A.S. Credits ____
39. 50-60 Credits ____
40. 40-50 Credits ____
41. 30-40 Credits ____
42. Below 30 Credits ____

If you would like to add any comments concerning Part II, please do so here.

____

____

____

____

____

III. EDUCATION

Please check the space which best describes your evaluation of the helpfulness of each Early Childhood course:

	COURSE	EXTREMELY HELPFUL	QUITE HELPFUL	ADEQUATELY HELPFUL	NOT AT ALL HELPFUL
43.	EE 11: Introduction to Early Childhood Programs	A. ( )	B. ( )	C. ( )	D. ( )
44.	EE 22: Early Childhood Activities	A. ( )	B. ( )	C. ( )	D. ( )
45.	EE 25: Creative Activities - Art	A. ( )	B. ( )	C. ( )	D. ( )
46.	EE 33: Instructing the Preschool Child	A. ( )	B. ( )	C. ( )	D. ( )
47.	EE 35: Creative Activities - Music	A. ( )	B. ( )	C. ( )	D. ( )
48.	EE 44: The Child & His/Her World	A. ( )	B. ( )	C. ( )	D. ( )
49.	Ee 45: Creative Activities - Children's Literature & Dramatic Arts	A. ( )	B. ( )	C. ( )	D. ( )

50. Please check the space which best describes the helpfulness of Early Childhood courses in preparing you for employment in an early childhood program or for your education at the baccalaureate levels.

EXTREMELY HELPFUL	QUITE HELPFUL	ADEQUATELY HELPFUL	NOT AT ALL HELPFUL	NOT APPLICABLE
A. ( )	B. ( )	C. ( )	D. ( )	E. ( )

51. Please check the space which best describes the helpfulness of the field work component of the Early Childhood Program.

EXTREMELY HELPFUL	QUITE HELPFUL	ADEQUATELY HELPFUL	NOT AT ALL HELPFUL	NOT APPLICABLE
A. ( )	B. ( )	C. ( )	D. ( )	E. ( )

52. If you are not employed in the field of Early Childhood Education, was your education helpful to your personal growth or professional development?

Yes ____ No ____

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Part 2, Section 36

53. If you were now to enter college and were interested in working with young children as a profession, would you select the same curriculum (Early Childhood) again?

A. Yes ____ B. No ____

Please Explain: ____

54. Would you recommend the Early Childhood Program at S.C.C.C. to someone else interested in pursuing a career in Early Childhood?

A. Yes ____ B. No ____

Please Explain: ____

55. Were you satisfied with your education at Suffolk County Community College?

A. Yes ____ B. No ____

Please Explain: ____

If you have any comments or suggestions concerning the Early Childhood Program, please comment here.

____

NOTE: Items 56-70 are optional, but we would appreciate your volunteering this information on this anonymous questionaire.

IV. DEMOGRAPHIC INFORMATION

Age Group at Time of Graduation (Check)

56. 18-21 yrs ____
57. 25-29 yrs ____
58. 30-34 yrs ____
59. 40-44 yrs ____
60. 45-49 yrs ____
61. 50 & Over ____

Sex (Check)

62. Female ____
63. Male ____

Marital Status (Check)

64. Never Married ____
65. Married ____
66. Separated ____
67. Divorced ____
68. Widowed ____

If married, is spouse employed?

69. Yes ____
70. No ____

Present Residence (Check)

71. Suffolk ____
72. Nassau ____
73. Other N.Y. Counties ____
74. Out of State ____

Your name is not necessary, but if you'd care to, please print it here.

____

Thank You!

BEST COPY AVAILABLE

DM/rw

Part 2 Section 36

45 sent
27 respont
. 60% respond

1984

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

EARLY CHILDHOOD PROGRAM

FOLLOW-UP SURVEY

Year of Graduation 1984

1. Home Campus
   A. Selden 77.8 = 21
   B. Brentwood 22.2 = 6
   C. Riverhead ____

(If you transferred to a four year program, please go to question 6. All graduates please answer questions 9 through 14).

2. I am presently employed
   A. Full time 13- 48.1
   B. Part time 2- 7.4 %
   C. Unemployed by Choice 2 - 7.4
   D. Unemployed 1 - 3.7

3. My employment
   A. is related to studies at S.C.C.C. 11 40.7
   B. is not related to studies at S.C.C.C. 5 18.5

Type of employment: (private nursery school, day care, head start, other etc.)

____

Position or Title: ______________________________

4. Location of Employment
   A. Suffolk 15-55.6
   B. Nassau ____
   C. Other N.Y. County
   D. Out of State 1 3.7

5. Salary Range
   A. Less than $6,000 5 18.5
   B. $7,000 - $11,000 8 29.6
   C. $11,000 - $13,000 0
   D. Over $13,000 2 7.4

6. I have transferred to a baccalaureate program.
   A. Yes 15 55.6 B. No 8 29.6
   School ____________ Location ____________

7. Area of Study:
   A. Early Childhood 5 - 18.5
   B. Elementary Education 6 22.2
   C. Special Education 6 22.7
   D. Psychology ____
   E. Other ____

Please explain "other". ______________________________

____

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8. Please indicate the total number of Associate Degree credits accept the baccalaureate level.
   - A. All A.A.S. credits 13 - 48.1
   - B. 50-60 credits 4 14.8
   - C. 40-50 credits ____
   - D. Below 40 credits ____

9. Which best describes your perception of the Early Childhood courses in preparing you for either employment or transfer to a four year school?

Extremely Helpful	Quite Helpful	Adequately Helpful	Not At All Helpful
A. 15 (55.6	B. 8 29.6	C. ( )	D. ( )

10. Which best describes the Early Childhood field work experience?

Extremely Helpful	Quite Helpful	Adequately Helpful	Not At All Helpful
A. 16 ( ) 59.3	B. 7 ( ) 25.7	C. 4 ( ) 14.8	D. ( )

11. Has your education at Suffolk County Community College contributed positively to your personal and/or professional development?
   A. Yes 27 - 100 B. No ______

12. If you were entering college now and interested in working with young children as a profession would you select the Early Childhood Curriculum?
   A. Yes 26 - 96.3 B. No 1 3.7

13. Would you recommend the Early Childhood Program at Suffolk County Community College to someone else interested in pursuing a career in this field?
   A. Yes 27 - 100 B. No ______

14. Were you satisfied with the education/courses at Suffolk County Community College?
   A. Yes 27 - 100 B. No ______

The following items are optional, but your answers would be appreciated.

15. Age group at time of graduation.
   - A. 20-24 - 14 - 51.9
   - B. 25-35 ~~26 - 96.3~~ 5 - 18.5
   - C. 35-45- ~~1 - 40.7~~ 7 25.9
   - D. Over 45 1 3.7

16. Sex:
   - A. Female 100
   - B. Male ______

APPENDIX HH, Page 61 1986-87 Follow Up Part II, Section 37

96 sent out
46 returned
48%

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

EARLY CHILDHOOD PROGRAM

FOLLOW-UP SURVEY

Year of Graduation 86-87

1. Home Campus A. Selden 24 – 52.2%
   B. Brentwood 15 - 32.6%
   C. Riverhead 7 - 15.2%

(If you transferred to a four year program, please go to question 6. All graduates please answer questions 9 through 14).

2. I am presently employed
   A. Full time 18 - 39.1% B. Part time 7 - 15.2%
   C. Unemployed by Choice 4 - 8.7% D. Unemployed ____

% of total returned not total working

3. My employment
   A. is related to studies at S.C.C.C. 20 - 43.5%
   B. is not related to studies at S.C.C.C. 3 - 6.5%

Type of employment: (private nursery school, day care, head start, other etc.)

____

Position or Title: ________________________________

4. Location of Employment
   A. Suffolk 23 - 50% C. Other N.Y. County
   B. Nassau 1 - 2.2% D. Out of State

5. Salary Range
   A. Less than $6,000 6 - 13% C. $11,000 - $13,000 3 - 6.5%
   B. $7,000 - $11,000 7 15.2% D. Over $13,000 4 - 8.7%

6. I have transferred to a baccalaureate program.
   A. Yes 30 - 65.2% B. No ____
   School ____________ Location ____________

7. Area of Study:
   A. Early Childhood 3 - 6.5% C. Special Education 3 - 6.5%
   B. Elementary Education 22 - 47.8% D. Psychology 1 - 2.2%
   E. Other 1 - 2.2%

   Please explain "other". ________________________________

Part 2, Section 37

8. Please indicate the total number of Associate Degree credits accepted at the baccalaureate level.
   A. All A.A.S. credits 27 58.7%
   B. 50-60 credits 2 4.3%
   C. 40-50 credits 1 2.2%
   D. Below 40 credits ____

9. Which best describes your perception of the Early Childhood courses in preparing you for either employment or transfer to a four year school?

Extremely Helpful	Quite Helpful	Adequately Helpful	Not At All Helpful
A. 27 ( ) 58.7	B. 16 ( ) 34.8	C. (3) 6.5%	D. ( )

10. Which best describes the Early Childhood field work experience?

Extremely Helpful	Quite Helpful	Adequately Helpful	Not At All Helpful
A. 26 56.5%	B. 17 ( ) 37.0%	C. (3) 6.5%	D. ( )

11. Has your education at Suffolk County Community College contributed positively to your personal and/or professional development?
    A. Yes 46 - 100% B. No ______

12. If you were entering college now and interested in working with young children as a profession would you select the Early Childhood Curriculum?
    A. Yes 46 - 100% B. No ______

13. Would you recommend the Early Childhood Program at Suffolk County Community College to someone else interested in pursuing a career in this field?
    A. Yes 46 100% B. No ______

14. Were you satisfied with the education/courses at Suffolk County Community College?
    A. Yes 46 - 100% B. No ______

The following items are optional, but your answers would be appreciated.

15. Age group at time of graduation.
    A. 20-24 - 31 67.4%
    B. 25-35 6 13%
    C. 35-45 9 19.6%
    D. Over 45

16. Sex:
    A. Female 46 - 100%
    B. Male ______

Part 2, Section 37

17. Marital Status
    A. Married 19 41.3%
    B. Never Married 21 45.7%
    C. Divorced 3 6.5%
    D. Separated ______
    E. Widow ______

18. Present residence (County, State) ____________________________

Please feel free to make any comments ____________________________

Your name is not necessary, but you may print it here. __________________

Thank You.

HH – 1 Part 2, Section 38

SUFFOLK COUNTY COMMUNITY COLLEGE

INTER-OFFICE MEMORANDUM

To: Early Childhood Faculty

From: Darlene Hochman

Date: August 5, 1989

Re: Meeting Announcement

I don't mean to rush your summer, but there will be an Early Childhood Program meeting on Wednesday, September 6, 1989 at 3:30 in R115. The agenda will be:

1. Behavioral objectives and concepts in planning.
2. Licensing/Certification changes (must be included in ED11.)
3. Use of campus child care facilities.

Reminders:

1. Be sure to include the new attendance policy and assignment policy in all course outlines (sent to you in the May 12 memo). I will need 4 or 8 copies of each outline, depending on your campus.
2. Requests for needed forms should be made to my secretary, Anita, at 451-4299. Please give her the title and number at the bottom of the page and the location of your interoffice mail box or home address.
3. Anyone lacking a course text should let me know (or Anita) and I'll send one to you.
4. The NAEYC Developmentally Appropriate Activities text is required for all classes. Instructor copies have not arrived yet, but if you do not have one, again, please call Anita and leave a message.
5. ED33 instructors:

   The field schools lists are being formulated and will be sent to you by the end of August. Please follow the procedures listed on the field instructors' form as to calling schools before classes and submitting students' names.

Part 2- Section 38

6. Attachments:

   1. Teacher Education Conference Board handout.

   2. Article: "How Free is Free Play?"

Hope your summer has been and continues to be a pleasant one.

DH/at
mtg-dh/d.11

CC: Vice President Carol Paul
Dean William Hudson
Dean Steven Kenny
Dean Salvatore LaLima
Dean Randolph Manning
Dean James Canniff
Dean Robert Arrigon
Dean William Connors
Dean Dan Gilhooley
Dean Noris Lorenzo
Division Chair James Brennan
Department Head Robert DeZorzi

SUFFOLK COUNTY COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

INTER-OFFICE MEMORANDUM

To: Early Childhood Program Faculty
From: Darlene Hochman, Program Coordinator
Date: January 17, 1989
Re: Minutes of Meeting Held January 17, 1989

Field sites were evaluated and some were eliminated from our list. The name, address, phone number and director's name of any program which would be appropriate for our students' use should be sent to me after the director has expressed interest.

Guidelines for logs and child studies were discussed. The ideas of brainstorming with students, student self evaluations and updating the status of the "child study" child were mentioned. Use of the NAEYC Developmentally Appropriate Activities text, giving sample lessons and having the logs, etc., submitted weekly were also suggested.

It was felt by all that students greatly benefitted from the student presentations of an activity. The inclusion of peer evaluations (students write and then discuss their assessment) and having students write self-evaluations were found to be helpful.

NE33 students will now have to record their lesson presentations and have the form signed by their cooperating teacher.

It is suggested that a student snow phone chain be made in case of the College closing.

The attached rules concerning absence and lateness and assignments/requirements were adopted and are to be included in every course outline as of September, 1989 (this semester, if possible).

The NE22 multisensory unit was discussed. Randi Serrins' model was discussed and may be used. Focusing on various learning centers rather than a single theme was the issue. Students should be encouraged to evaluate the criteria for art work used by schools and should be learning the necessity and value of visual, auditory and all perceptual skills as the basis for reading readiness. Formal writing instructions of letters, numbers, etc., should be introduced, at the earliest, during the second half of kindergarten.

Other instructional techniques shared were: planning the curriculum for a day; brainstorming by students, listing 35 themes or ideas, and having each student then select one and plan experiences around it; the instructor presents a sample or model lesson in each area, leading into a discussion and evaluation, and, finally, the workshop approach, whereby the students participate in a sample/model lesson and then break up into small groups to do follow up ideas.

It was decided that the text Developmentally Appropriate Activities would be required and used in NE11 and all other courses in the Early Childhood Program.

I thank you all for attending the meeting. Your cooperation, wonderful ideas and commitment make such forums both stimulating and pleasurable (even when they last three and a half hours!).

Attachments

1. Sample copy of school contract (not to be given to school-these must be sent by Dr. Paul's office).
2. R. Serrin's multisensory unit and school visit assignments.
3. Rules concerning absence and lateness and assignments/requirements.

Please forward to me: (R106- Selden Campus)

1. A copy of your NE11 and NE22 observation assignments so I can compile them and send everyone a copy.
2. A list of schools used for observation visits, including addresses and directors' names so that thank you letters can be sent.
3. Four copies of each course outline if you are teaching at the East or West Campus and eight copies if you are teaching at Selden.
4. The building and room number where you sign in and receive your mail.
5. Copies of any handouts, special assignments sheets etc., given to students.

CC: Dr. C. Paul, Dean W. Hudson, Dean R. Arrigon, Dean W. Connors, Dean S. Kenney, Dean R. Manning, Dean D. Silhooley, Dean J. Canniff, Dean N. Lorenzo, Division Chair, J. Brennan, Dept. Head, R. DeZorzi.

SUFFOLK COUNT COMMUNITY COLLEGE
EARLY CHILDHOOD PROGRAM

SUGGESTED ATTENDANCE/ASSIGNMENT POLICY

January 17, 1989

RULES CONCERNING ABSENCE & LATENESS

Students are required to attend all classes. Final grades will be affected by more than one week's absence. Promptness is expected, and two latenesses will be considered an absence. (It is unnecessary for students to call the instructor about a single absence.) Upon the third week's absence, a student will be dropped from the course.

ASSIGNMENTS/REQUIREMENTS:

Students are responsible for submitting/presenting completed work on the date assigned. Late assignments will not be accepted and will receive a 0 grade unless prior approval by the instructor has been given.

All work must be typed and carefully proofread. Grades will be affected by writing proficiency, including spelling grammar, usage and punctuation.

Students are responsible for all information presented during lectures. Please note the phone number of a classmate (or two) whom you may call should you be ill:

____________________ (name)	____________ (phone)
____________________ (name)	____________ (phone)

Part 2, Section 38

MEMORANDUM

TO: Early Childhood Faculty

FROM: Darlene Hochman, Early Childhood Intercampus Program Coordinator

DATE: January 6, 1988

RE: Minutes of January 5, 1988 Meeting

First, thank you for braving the cold and staying until after 6:00 P.M! During the first half of the meeting the following was discussed:

> Marge Bisig, Judy Madenberg and Randy Serrins, our new faculty members, introduced themselves and met the "old timers." Welcome!

The Infant and Toddler course was passed by both the governing bodies at the Western and Eastern Campuses. The Selden Campus will vote on the course at the February 3rd Senate meeting and it is expected to pass without a problem. The course will be considered an elective and will be offered once each year, in the evening, at each campus.

Faculty were asked to send me the names of those who receive a grade lower than C to assure that no student continues in the Program without first repeating the course in question.

Course objectives, topics and requirements should have consistency across campuses according to Middle States. Objectives should be clearly stated and written in behavioral terms. Grading and attendance policies must also be explicit in each outline.

Please forward 5 copies of each course outline to me (be sure topics are included).

Anyone needing additional Student Information Forms, Transfer and Certification Information Sheets or any other forms can call me for them.

The "NE33 Sign-up Sheets" should be completed by your NE22 students during the third week of the semester. Please forward the completed forms to me.

I will try to come to every NE22 class once this semester to speak about the Program. Instructors will be notified in advance so that class time can be allotted for a brief (15-20 minute) discussion.

Part 2, Section 38

NE11 instructors should be sure to include New York State licensing and certification requirements for teaching, nursery schools and day care centers.

Please let me know in what room and building you sign in and have a mail folder so that I can send memos through the inter-office mail system.

NE44 students can begin their field work the week of January 24. A few students from each campus have called. This has been our policy since that week is the first week of day classes and they are covered by College insurance policies.

The entire second half of the meeting was devoted to the discussion of holiday art and the avoiding of gimmicks ("hand turkeys", etc.) and stereotyped decorations (Indians, Jack-O-Lanterns) or projects (Columbus boats). It must be stressed to our students that for the young child, it is the experience and the process that are important, not the product. Materials and the child's interaction with them is what should be considered - is the child thinking, doing and creating or is the teacher directing, modeling and defining. Art is a form of language, a way of communicating. Through art the child communicates his/her concepts, feelings and ideas. A child draws his/her experiences. The use of patterns, dittoes, "hand-turkeys" or stereotyped "holiday art" imposes adult definitions on a child without letting the child construct and define the world he/she experiences.

Daveen Herley agreed to write some guidelines about developmentally appropriate art experiences for the holidays which can be used in your classes.

Part 2, Section 38

Since there was not enough time, the following topics will be covered at our next meeting:

1. including learning centers at part of NE22
2. student comments and evaluations of faculty are changing and will be shared and discussed

Again, I sincerely appreciate your contributions, ideas and willingness to give your time. Thank you and have a successful semester!

DH/jm
dh-memo (D. 11)

cc: B. Armstrong
K. Birnbaum
M. Bisig
H. Chomet
L. Derenfeld
C. Galin
D. Herley
C. Longo
Division Head J. Brennan
Department Head R. DeZorzi
J. Madenberg
L. Pavi
K. Ross
R. Serrins
G. Seyfert
C. Vicedomini
A. Waitz
Dean C. Paul
Dean J. Canniff
Dean N. Lorenzo
Dean R. Manning
Dean D. Gilhooley
Dean R. Arrigon
Dean W. Connors
Dean D. Laffin

Part 2, Section 39

SUFFOLK COMMUNITY COLLEGE
DEPARTMENT OF HEALTH CAREERS

To: Early Childhood Faculty

From: Darlene Hochman

Date: September 7, 1989

Re: Minutes of September 6, 1989 Program Meeting

The meeting began with the following general announcements and notices:

a. The Suffolk Family Education Clearing House is a resource center for professionals located in the Middle Country Library. The phone number is 585-9393, ext. 220. Films and literature are available for your use.

b. Please send me any notices to be placed on the student bulletin boards at each campus (Selden - outside R120; East - outside O100; West - to be announced).

c. ED11 & 22 Observation Form Letters must be used by all students.

d. Please forward 4 (or 8) copies of your course outlines and your sign-in room number, not just the building.

e. ED33: Forward the list of schools used and the number of students in each; thank sites not used; keep mileage records of field visits for reimbursement.

Copies of the new New York State Certification Laws were distributed and discussed. Transfers to Dowling, St. Joseph's and SUNY Old Westbury are still in effect. Early Childhood graduates wishing to attend Dowling are to transfer to the Bachelor of Science in Professional and Liberal Studies Program. Those wishing to attend Old Westbury must apply through the Education Department. Any student having questions can contact me individually.

Adjunct faculty should call the Faculty Association (451-4151) and ask about becoming a union member since fees are already deducted from your salary.

If you wish to use any of the campus child care facilities for a class, please contact the directors. At Selden, facilities for a class, please contact the directors. At Selden, call Audrey Hopkins or K.C. at 698-5039; at Brentwood, call Teri Glatzer, 434-6517.

Strategies for teaching behavioral objectives and concepts were shared and discussed. Determining what is to be taught, how it is to be taught, and assessing children's needs and abilities were all mentioned. Using the students' personal experiences to help clarify behavioral objectives, getting students to see themselves as a children's learning facilitator rather than as "teachers" who focus on what they do were suggested, as were the use of hands on demontrations and modeling.

The text Preparing Instructional Objectives by Mager (David S Lake Publishers, 500 Harbor Blvd., Belmont,Calif. 94002) is an excellent resource and guide. It is in almost every library and can be ordered from our bookstore at a 20% faculty discount.

A Kindergarten Teachers Networking Program in Suffolk is presenting workshops, etc. For further information, please call Lorraine Murphy at 585-1984.

The National Board for Professional Teaching Standards has set guidelines for a program for certification. The report, "Toward High and Rigorous Standards for the Teaching Profession" is available from the Board at 333 West Fort St., Suite 2070, Detroit, Michigan 48226.

Thank you for attending. I wish you all an exciting and fruitful semester!

DH/at PRO-MTG/d.7

Enclosures:
1. Phone List
2. Article: "How Kids Learn - Newsweek 4/89
3. Please announce to students interested in part time employment: The Three Village School District has openings for assistants in their School Age After School Child Care Program, Hours: 2-4 p.m. or 2-6 p.m. Salary: $5.25/hr. Students should call Jill Gottfried, 689-7200, Ext 388

CC: Vice President Carol Paul
Dean William Hudson
Dean Steven Kenny
Dean Salvatore LaLima
Dean Randolph Manning
Dean James Canniff
Dean Robert Arrigon
Dean William Connors
Dean Dan Gilhooley
Dean Noris Lorenzo
Division Chair James Brennan
Department Head Robert DeZorzi

Part 2, Section 40

Faculty are encouraged to join the:

National Association of Early Childhood
Teacher Educators
% R. Charesworth
College of Education
Louisiana State University
Baton Rouge, LA., 70603

The topic for our next meeting will be the whole language approach to literacy. Please forward any pertinent articles to me so that I may distribute the materials to each of you.

Thank you kindly for the pleasure of working with such a wonderful group of intelligent, articulate and dedicated people. Your contributions have been invaluable!

DH:rmc
D#7-5/90

cc: Dr. Carol Paul
Deans:
W. Conners
R. Arrigon
N. Lorrenzo
J. Canniff
D. Gillooley
S. Kenny
D. Wright
James V. Brennan-Chairperson
R. DeZorzi - Department Head
Terry Glatzer, Kids Cottage
Audry Hopkins, Campus Kids

HH-1

Part 2, Section 40

SUFFOLK COMMUNITY COLLEGE
MEMORANDUM

TO: EARLY CHILDHOOD FACULTY

FROM: DARLENE HOCHMAN

DATE: MAY 25, 1990

RE: MINUTES OF MAY 23, 1990 PROGRAM MEETING

A job description and explanation of the job connection was given and sample forms were disseminated. Students in ED 44 should be encouraged to subscribe to this service and instructors are to distribute the forms in class.

Program admission requirements and grading procedures were reviewed.

An involved discussion about how to more effectively teach students the meaning of the concepts of child centered, developmentally appropriate practice ensued. Some comments and conclusions follow:

1. Rather than focus on what is being taught, focus on who is learning - namely, focus on the child/children.

   Have students, in their observations (any course) look, observe a child or children: Why are they doing something, how they are doing it, child's responses, reactions to what they're doing, who directed them to do it. Have students critically analyze just what the child is doing, what the child is getting out of this experience. In other words, emphasize and start with the child when teaching our students.

2. When discussing what a teacher is, have students define teacher and discuss their frame of reference and biases - Why do they want to teach? Discuss the need to be in control, to be needed, to have power. How do these images of a teacher impact on how and what a child learns. Can a teacher who needs total control allow for child centered learning experiences? Being a facilitator-teacher requires risk-taking, allowing the children to make decisions, have choices and think - just as we want our students to do!

BEST COPY AVAILABLE

Part 2, Section 40

3. Emphasis should be placed on small group experiences - 20 or 25 four year old's sitting still for a lesson cannot be developmentally appropriate. Anything involving long waiting periods, no child involvement and no decision making is ineffective and unnecessary. Children should be involved in discussing, expressing ideas and trying them out. They should be involved in the planning, the doing, the reviewing.

4. In all early childhood classes, have a format (in writing) in which any activity or lesson observed, discussed, written about or planned is analysized in terms of the following:

   a) What are the children's reactions-
   b) What are the children's ideas-
   c) What are the children's choice-
   d) What are the children doing-
   e) What is the teacher doing-
   f) How/why would you change the experience-

5. Students must be encouraged to think critically, be descriptive, take risks and evaluate their choices.

6. "Free Play" as a term should be substituted with "Work Time" or "Activity Time" - and the entire early childhood program schedule is to be constructed as such.

Two free newsletters of interest can be requested by writing to:

a) A Newsletter for Teachers
71 Montague City Road
Greenfield, MA 01301

b) Update from:

NICRIPTAL
Suite 2400
School of Education Building
University of Michigan
Ann Arbor, Michigan 48109-1259

Part 3, Section 41

JOBS LISTED FOR GRADUATES OF:

DIETETIC TECHNICIAN

EMPLOYER NAME	JOB TITLE
MARRIOTT CORPORATION	1 FOOD SERVICE MGR
MARRIOTT HOST INTERNATIONAL	1 ASSISTANT MANAGER
MCDONALD'S	5 MANAGER TRAINEE

JOBS LISTED FOR GRADUATES OF:

EARLY CHILDHOOD

EMPLOYER NAME	JOB TITLE
BRIDGEHAMPTON CHILD CARE & RECREATION CENTER	1 TEACHER
BROOKHAVEN YMCA	1 PRESCHOOL TEACHER
CHILDREN'S COMMUNITY PROGRAM CENTER	1 TEACHER
COLONIAL YOUTH CENTER	1 CHILD CARE SUPER
GLEN COVE CHILD DAY CARE HEAD START INC	1 TEACHER 1 TEACHER ASSISTANT
LASALLE MILITARY ACADEMY	1 TEACHING ASST
MADONNA HEIGHTS SCHOOL FOR GIRLS	2 CHILD CARE TRAINEE
MERCY CENTER MINISTRIES INC	3 PROGRAM AIDE
MONTESSORI CHILDRENS HOUSE	1 TEACHER
NORTH FORK EARLY LEARNING CENTER	1 TEACHER
PAINTBOX PRE-KINDERGARTEN	1 ASST TEACHER
RAINBOW COTTAGE NURSERY SCHOOL	2 TEACHER ASST
ST ANSELM'S NURSERY SCHOOL	1 TEACHER

Part 2, Section 01

JOBS LISTED FOR GRADUATES OF:

EARLY CHILDHOOD

EMPLOYER NAME	JOB TITLE
ST BONIFACE DAY CARE CENTER	1 GROUP TEACHER
TOWN OF SMITHTOWN YOUTH BUREAU	1 PROGRAM DIRECTOR 1 TEACHER ASSISTANT
WEST ISLIP DAY CARE CENTER	1 TEACHER

JOBS LISTED FOR GRADUATES OF:

ELECTRICAL TECHNOLOGY
ELECTRONICS CERTIFICATE

EMPLOYER NAME	JOB TITLE
ACTIVE COMPONENTS	4 INSIDE SALES
AERO ELECTRONICS	2 MAINTENANCE TECH
AEROSPACE LIGHTING CORP	2 ELECTRONIC TECH
AUDIOVOX CORP	4 ELEC TECH
B C SYSTEMS	4 ELEC TECH/TESTERS
BROOKHAVEN NATIONAL LAB	3 ELEC TECH
COMPUTER FACTORY INC	2 BENCH TECH 1 FIELD SERVICE TECH
CRAFTSMEN CORP	2 TECHNICAL WRITER
DAETWYLER ELECTRONICS	2 SERVICE TECH
DATA WORKS	1 COMP TECH TRAINEE
FESTO CORPORATION	1 ELEC TECH
FOOD AUTOMATION SERVICE TECHNIQUES INC	2 ELEC SERVICE TECH
GENERAL INSTRUMENT CORP	2 ELEC TECH

EARLY CHILDHOOD
Employer Listings

Company	Job Title
Pied Piper Nursery School	Teacher
EOC of Suffolk	Nursery Assistant
Wyandanch Head Start	Teacher
Madonna Heights School	Child Care Trainee
Town of Smithtown - Youth Bureau	Program Director
Residential Treatment Center	Child Care Trainee
Little Peoples Day Care Center	Day Care Teacher
Bellport Head Start	Assistant Teacher
Children's Playground Day Care Center	Teacher Assistant
Long Island Day Care Services	Teacher/Counselor/ Teacher Assistant
Wading River Play School	Certified Nursery School Teacher
St. Christopher-Ottile	Child Care Worker
Bay Shore Headstart	Teacher
Old Steeple Play School	Teachers Aide
ARRC	Substitute Teacher Aide
Holbrook Youth Development Corp.	Youth Worker
Wyandanch Day Care Center, Inc.	Teacher/Teacher Aide/Teacher Assistant
A.C.E. Head Start	Teacher
Bellport Day Care Center	Assistant Teacher

APPENDIX II, Page 3

Part 2, Section XI

EARLY CHILDHOOD
Employer Listings

Company	Job Title	Company	Job Title
West Islip Day Care Center	Teacher's Assistant	Bay Manor Cooperative Nursery School	Nursery School Teacher
Happy Acres School	Teacher's Assistant	Helen Keller National Center	Teacher's Aide
Northport Veteran's Administration	Teacher's Aide	Hansel & Gretel Gingerhouse Preschool	Certified Teacher
New Life Community Day Care Center	Director	New Life Community Day Care Center	Assistant Director/ Head Teacher
Economic Opportunity Council of Suffolk, Inc.	Teacher	Pre-School Place for Learning, Inc.	Teacher

APPENDIX II, Page 4

Part 2, Section K1

Part 2, Section 9)

EARLY CHILDHOOD
Employer Listings

Company	Job Title
Miss Sue's Nursery School and Kindergarten	Teacher's Aide
Madonna Heights	Child Care Trainee
Montessori of Selden	Aide/Clerk
Little Folks Center	Teacher's Assistant
Rainbow Preschool of Suffolk County	Assistant to Teacher
Economic Opportunity Council of Suffolk	Teacher

Company	Job Title
New Life Community Day Care Center	Teacher
South Brookhaven Health Center	Nursery Assistant/Early Childhood Educator
Playground-on-the-Sound	Infant Care-Giver
Economic Opportunity Council of Suffolk - Head Start	Teacher Assistant (2)

EARLY CHILDHOOD
Graduates Reporting

Company	Job Title
Rainbow Preschool of Suffolk County	Teacher Assistant

Company	Job Title